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ABSTRACT

This simulation allows students to learn about the struggle of daily life in Plymouth Colony. Students experience the hardships of life in the New World as they make decisions and face consequences as the Pilgrims did nearly 400 years ago. The unit is divided into nine phases with each phase taking approximately one hour of class time. Students review the story of the Pilgrims, form teams, and create a list of 104 colonists. They must select a site for their colony then board a "ship" marked out on the floor for the voyage. After landing, students create their own laws and post sentries. Teams begin working in their colonies to build houses, search for food, and plant crops. Each stage of play involves completion of tasks related to the topic. Students compete against each other in teams gaining as many points as possible. The simulation concludes with a "Pilgrim Test," a search for the Ultimate Pilgrim, and an optional Thanksgiving feast. Suggestions are included for modifying the unit for shorter periods of time. (EH)

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INTERACT
LEARNING THROUGH INVOLVEMENT

COMPLIMENTS OF INTERACT

PILGRIMS

A simulation of the first year at Plymouth Colony

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INTERACT
LEARNING THROUGH INVOLVEMENT

SAMPLE

PILGRIMS

A simulation of the first year at Plymouth Colony

MYRON FLINDT, the author of PILGRIMS, is one of Interact's most creative and prolific writers for young children. He teaches elementary school in Paradise, California, and has written seven other simulations for Interact: GOLD RUSH, KING LEXICON, FORUM, DINOSAUR, FITNESS, SCIENCE FAIR, and ZOO.

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PURPOSE

In schools throughout America boys and girls celebrate Thanksgiving by dressing up as Pilgrims and Indians, and having a feast in their classrooms. They see pictures of clean, well-dressed Pilgrims and listen to a story about how they were helped by the Indians, but what they miss is the real drama behind the Pilgrims' first year in the New World. These hardy settlers were lucky to have survived at all, and those who did lived with the loss of loved ones and fear of Indians. They endured bitter cold, deadly diseases, and lack of food.

The purpose of PILGRIMS is to give students a closer look at the struggle that was part of everyday life in Plymouth Colony. Students vicariously experience the hardships of life in the New World as they make decisions and face consequences just as the Pilgrims did nearly 400 years ago. By the end of the simulation your students will have a deeper, richer understanding of why the Pilgrims gave thanks and why we honor them today.

> “... *why we honor them today* ...”

Specifically, your students will experience the following:

Knowledge

1. the differences between Separatists and Pilgrims
2. why the Pilgrims came to the New World
3. the hardships aboard the *Mayflower*
4. the difficulties of surviving in the New World
5. the first Thanksgiving and what happened afterward

Feelings

1. appreciation for the difficulties experienced by the Pilgrims
2. uncertainty as decisions are made
3. helplessness as disease strikes their colony
4. satisfaction as their colony grows
5. confidence as their writing skills improve

Skills

1. how to proofread their written work
2. how to help other students with their written work
3. practice making log entries
4. practice decision making
5. practice working cooperatively in groups

OVERVIEW

In PILGRIMS students establish colonies in the New World and try to do a better job of surviving than the original Pilgrims. Unlike other simulations where teams compete against each other, PILGRIMS has students compete not against themselves but against the original Pilgrims. Success depends on hard work, good decisions, and luck. Each team, along with the historical Pilgrims, has a map of its colony and a list of colonists prominently displayed on a bulletin board. Consequently, during the simulation teams can follow how their progress compares with the original Pilgrims' progress. They can see the houses that are built, the fields that are planted, and the number of their colonists who have survived. The challenge for each team is to surpass the Pilgrims' achievements by working harder and making better decisions.

The unit begins when students review the story of the Pilgrims, form teams, and create a list of 104 colonists. Next, they select a site for their colony. They base their decision on the same information that was available to the Pilgrims. They can settle anywhere in New England where there is a natural harbor.

Once they have selected a colony site, each team boards a "ship" that is actually marked out on the floor in a 6'x 3' rectangle (the amount of space for each Pilgrim aboard the *Mayflower*). Students must work in these crowded conditions to earn points that get them across the Atlantic. After landing, they first create their own laws to govern themselves, and then they post sentries.

Teams now begin working in their colony. They build houses, search for food, and plant crops. They must establish peace with the Indians and develop a lucrative trade so they can pay off their debts. Just as the Pilgrims faced hardships so will your students. They must overcome disease, hunger, cold, Indian attacks, and fire. Two types of fate cards determine these hardships. First is Colonial Fate based on the time of year a team arrived in the New World. The second type of fate, Pilgrim Log Fate, is based on hard work. Hard work is simulated when students make entries in their Pilgrim Logs. The better the entries in their Pilgrim Logs the better their fate.

By the end of the simulation, students have increased their understanding of the hardships Pilgrims faced and the difficulties they had in being the first New England settlers. The simulation concludes with a PILGRIM TEST, a search for the Ultimate Pilgrim, and an optional Thanksgiving feast.

> "*... an optional Thanksgiving feast ...*"

SIMULATION ELEMENTS - 1

Phases PILGRIMS is divided into nine phases. Each phase takes approximately one hour of class time. It begins with an overview of the day's activities, a list of materials you will need, and the lesson plans. Colonial Fate and Pilgrim Log Fate are included in the lessons. Following the lesson plans are the pages that need to be duplicated—*typed in capital letters*—e.g., SURVIVAL ACTIVITY, WRITING GUIDE.

Bulletin board colonial settlement maps On the bulletin board is a ROUTE TO NEW ENGLAND for the whole class and a NEW ENGLAND SETTLEMENT MAP for each team. (These bulletin board maps are like score sheets that show the students how well they are doing compared with the Pilgrims.) The team maps include the name of the colony and the month the colonists arrived. They have places for colonists to add the houses they build and the fields whose acres of food they have harvested.

List of colonists Each team has to make a list of 104 colonists who go to the New World. Whenever a colonist dies, one name is crossed off the list. It does not matter which name. Use a bright red marker so students can easily see the decision. In order to make this list *meaningful and personal*, students should list family members, relatives, and friends. The list goes on the bulletin board below each team's NEW ENGLAND SETTLEMENT MAP. Make sure everyone in the classroom can easily see it.

Mayflower passengers This list of the *Mayflower* Pilgrims who came to the New World has102 names and two extra spaces for babies who will be born during the first year. Students will use this list in the same way they use their team's LIST OF COLONISTS. The latter list is for your students' teams; the MAYFLOWER PASSENGERS LIST is for the Pilgrims. Whenever a Pilgrim dies, cross that name off the list with a bright red marker. The names of the Pilgrims who die are followed by a number that corresponds to the number on the list of *Mayflower* passengers. This number will make it easy for you to locate the names. This list goes below the Pilgrims' NEW ENGLAND SETTLEMENT MAP. Make sure everyone in the classroom can easily see it.

> “*... five pages plus a title page ...*”

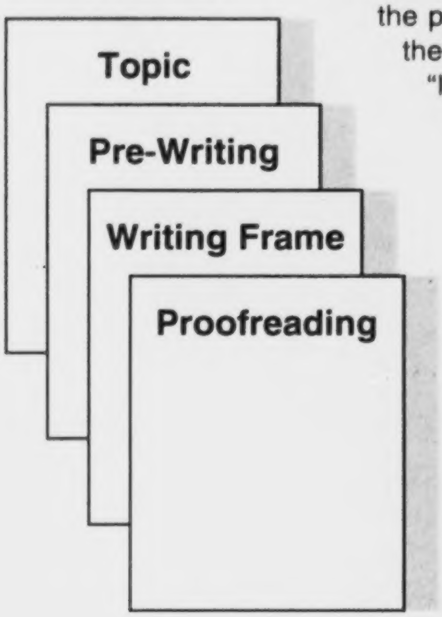
PILGRIM LOGS Students are responsible for making daily entries in a PILGRIM LOG. A handout sheet for each log page comes with this simulation. The log is to have five pages plus a title page. It is for use by primary age students. You will have to put together a log for each student by making copies of the log pages. Each entry is about a half page long and works well with the younger students. You can avoid this duplication with older students who can write longer entries. Have them use notebook paper (one sheet per log entry) instead of the log pages that come with this simulation.

SIMULATION ELEMENTS - 2

If you choose to use notebook paper, you will still need to make copies of the title page and the log's last page—"Building the Settlement"—for each student's log. The "Building the Settlement" page must go at the end of each student's PILGRIM LOG.

The entries in the PILGRIM LOGS must be as *neat* and as *correct* as the students can make them. They may make rough drafts of their entries on scratch paper before recopying them into the log. Beginning in Phase 3, you will select two logs from each team, read them, and assign a score. (See Scoring Pilgrim Logs below.) This score determines the Pilgrim Log Fate for the day. The better the log entry, the better the fate. The emphasis in this log is on *correctness.* To help students compose their thoughts and check their work, a WRITING GUIDE is provided for each log entry.

WRITING GUIDES



WRITING GUIDES These guides are designed to help students make good entries in their PILGRIM LOGS. Each guide has four parts: **Topic**, **Pre-writing activity**, **Writing frame**, and **Proofreading**. In the first part, students receive a specific topic to write about. Next, the pre-writing activity gives students ideas to help them with their writing. For primary students and older students who say "I don't know what to write," a writing frame is provided. This frame gives the students a topic sentence and leads them into writing a log entry by completing sentences and filling in the blank lines. You, as teacher, may also use the writing frame to demonstrate how a log entry could be written. At the bottom of the guide are seven questions to help students proofread their papers.

The guide's sole purpose is to help students make entries in their PILGRIM LOGS. *Its use is optional.* You may give one copy to each student or one copy to each team. You may make an overhead transparency and discuss the guide with your entire class, or you may not use it at all. Whether or not and how you choose to use the WRITING GUIDE is up to you. The important thing is for your students to make accurate, neat, and correct entries in their logs.

Scoring PILGRIM LOGS There are two reasons for scoring the PILGRIM LOGS. First, you want to see that your students are making entries in their logs that are neat and accurate. Second, you will determine the Pilgrim Log Fate of each team based on the log entries. In order to do well, students need to know *exactly* what is expected and how their log entries will be scored. This is explained on the SCORING PILGRIM LOGS sheet.

SIMULATION ELEMENTS - 3

This paper explains how individual logs will be scored and how the two logs' scores will be combined to determine a team's fate. You may choose to modify the way the logs are scored. Working alone or with the class, you decide what must be done to get a "very good" and "good" evaluation. For example, you might say two or three mistakes are acceptable to earn a "very good" evaluation. You may wish to give a "needs to improve" to any entry that has a run-on sentence or has a sentence that does not begin with a capital letter. *The scoring rubric is up to you, but your students must know exactly what is expected of them.*

During the course of the simulation you should try to read each student's log at least two times. The scoring takes place while your students are making their log entries. You go to a team and take a log from one of the students. Quickly reading one of the entries, you give it a score of "very good," "good," or "needs improvement." (You may score any entry you want except the one they are currently working on.) In the margin next to the entry place either a + for very good, a √ for good, or a – for needs improvement . Return the log to the student and pick up another log from the same team. Quickly read this log entry and give it a score. Now you assign the Pilgrim Log Fate to the team.

Pilgrim Log Fate

> *The Pilgrim Log Fate can have three consequences ...*

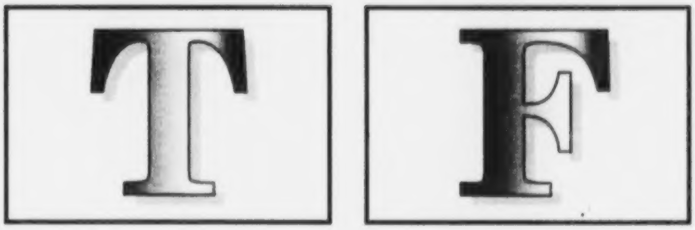
The Pilgrim Log Fate can have three consequences: if both logs score a "very good," the fate is **Miracle**; if both logs score a "good"—or if one is a "good" and the other a "very good"—the fate is **Destiny**. Whenever one of the two logs needs improvement and receives a –, the fate is **Misfortune** regardless of the other student's score. On a slip of paper jot down the team's name and their fate (Miracle, Destiny, or Misfortune). Then go on to the next team and read/evaluate two of their entries. Continue this until you have read two log entries from each team.

Since the entries are expected to be neat and free from major errors, the readings should go very quickly. You should be able to easily read and score the logs while the students are making their entries. If for some reason this is not possible, it is permissible to collect the logs and score them at a later time and then read the Pilgrim Log Fate when you have finished.

SIMULATION ELEMENTS - 4

Fate consequences Two types of fate are used in this simulation. The first is called Colonial Fate. It is usually located at the beginning of each phase. It describes the fate of the Pilgrims and the fate of the teams. Colonial Fate covers the colonists' experiencing death, disease, food shortages, fires, and Indian encounters. Colonial Fate is beyond the control of the teams. It has already been determined based on the month of their arrival.

The second kind of fate is called Pilgrim Log Fate. It is located at the end of each phase—beginning with Phase 3. Students have some control over this kind of fate because it is based on their hard work in the Pilgrim Logs. After you score two logs from each team, you award the Pilgrim Log Fate of Miracle, Destiny, or Misfortune. Miracle is the best fate to get because it gives the teams houses, food, and protection. Destiny is also good because it does not harm the colonists, but Misfortune must be avoided, for it brings death and destruction.



T/F statements These statements are used during certain phases so that teams can earn additional points. T/F Statements contain facts, trivia, and lies about the Pilgrims. Their purpose is different during each phase, but the procedures for using them are always the same. When the directions call for using the T/F Statements, have each team take out their T and F cards. These are half sheets of paper with a large **T** printed on one and a large **F** printed on the other. They stand for True and False. Next, read aloud a T/F Statement. Teams discuss whether the statement is true or false. After 30 seconds have each team hold up either a T sheet or an F sheet to show their answer. Quickly scan each team's answer. Teams with correct answers are rewarded according to the phase's directions. For example, during Phase 2 a correct response earns points to help teams cross the ocean. During Phase 4—if they give a correct answer—teams get extra houses they can add to their settlements. There is no penalty for a mistake.

As you go from phase to phase, you just continue on with the next statement. You do not start over. If you last read statement 22 in Phase 3, you will continue with statement 23 in Phase 4. ***(Note:** When you play Ultimate Pilgrim during Phase 9 you will start again at number one. This is explained in more detail in Phase 9.)*

Survival activities These are brief mini-simulations that take from 10 to 30 minutes to play. Each one is unique and independent of the others. Through these activities teams protect their colony, find food, build houses, make peace with the Indians, plant crops, and trade trinkets for furs. They also provide students with additional information about the Pilgrims. They are used in Phases 3-8.

Costumes In order to add realism to this simulation, have your students bring in old tattered shirts, blouses, sweaters, or sweatshirts. Have them wear these during each phase of the simulation. Pilgrim costumes like bonnets, vests, and hats made from construction paper will not hold up and their use is not recommended.

Thanksgiving feast This simulation ends shortly after the fall harvest. If you would like to have a Thanksgiving feast as a culminating activity, an optional re-creation of New England's first Thanksgiving is presented in this Teacher Guide. It gives you all the information you need to involve your students and their parents in an historically accurate Thanksgiving feast. Such "happenings" at the end of a simulation can be memorable. Students love them.

UNIT PLANS - 1

The three unit plans given on these three pages are intended as examples. ***Note:*** *Alter them as desired.*

UNIT TIME CHART (9 Days)

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	Phase 8	Phase 9
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9

TT

TEACHING TIP

The Nine-Day Unit Plan is a traditional lesson-by-lesson format. The students may work on one lesson a day for nine days. Note: you may decide to use the nine days preceding Thanksgiving.

- **Phase 1:** Teams are formed. Colonists are listed. Pilgrim Log scoring is explained. Log entries are made.
- **Phase 2:** Teams board ships and cross the ocean to their new colonies. Students make log entries.
- **Phase 3:** Mayflower Compacts are written. SURVIVAL ACTIVITY 1: Protecting the Colony. Log entries are made and scored.
- **Phase 4:** SURVIVAL ACTIVITY 2: Building the Settlement. Log entries are made and scored.
- **Phase 5:** SURVIVAL ACTIVITY 3: Finding Food. Log entries are made and scored.
- **Phase 6:** SURVIVAL ACTIVITY 4: Peace with the Indians. Log entries are made and scored.
- **Phase 7:** SURVIVAL ACTIVITY 5: Spring Planting. Log entries are made and scored.
- **Phase 8:** SURVIVAL ACTIVITY 6: Trading Expeditions. Log entries are made and scored.
- **Phase 9:** COLONY EVALUATION. PILGRIM TEST. Debriefing. Thanksgiving feast (optional)

UNIT TIME CHART (3 Days)

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	Phase 8	Phase 9
Day 1			Day 2			Day 3		

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TEACHING TIP

The Three-Day Unit Plan can be used any time of year but was specifically designed for the three days prior to Thanksgiving vacation. To complete this simulation in three days, you must devote the entire class time to the simulation. Since the activities in each phase are so different, the students do not get bored.

DAY 1

- **Phase 1:** Teams are formed. Colonists are listed. Pilgrim Log scoring is explained. Log entries are made.
- **Phase 2:** Teams board ships and cross the ocean to their new colonies. Students make log entries.
- **Phase 3:** Mayflower Compacts are written. SURVIVAL ACTIVITY 1: Protecting the Colony. Log entries are made and scored.

DAY 2

- **Phase 4:** SURVIVAL ACTIVITY 2: Building the Settlement. Log entries are made and scored.
- **Phase 5:** SURVIVAL ACTIVITY 3: Finding Food. Log entries are made and scored.
- **Phase 6:** SURVIVAL ACTIVITY 4: Peace with the Indians. Log entries are made and scored.

DAY 3

- **Phase 7:** SURVIVAL ACTIVITY 5: Spring Planting. Log entries are made and scored.
- **Phase 8:** SURVIVAL ACTIVITY 6: Trading Expeditions. Log entries are made and scored.
- **Phase 9:** COLONY EVALUATION. PILGRIM TEST. Debriefing. Thanksgiving feast (optional)

UNIT TIME CHART (9 Weeks—or 4 and 1/2 Weeks)

Week 1: Phase 1 (See description of this phase on previous page.)
Week 2: Phase 2 (See description of this phase on previous page.)
Week 3: Phase 3 (See description of this phase on previous page.)
Week 4: Phase 4 (See description of this phase on previous page.)
Week 5: Phase 5 (See description of this phase on previous page.)
Week 6: Phase 6 (See description of this phase on previous page.)
Week 7: Phase 7 (See description of this phase on previous page.)
Week 8: Phase 8 (See description of this phase on previous page.)
Week 9: Phase 9 (See description of this phase on previous page.)

- ***Note:*** *Do two phases per week and cut this Unit Time Chart in half. You can then finish all nine phases in four and one-half weeks.*

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TEACHING TIP

The Nine-Week Unit Plan is to accommodate those teachers who work with students once a week for a couple of hours. The unit would use the nine phases described on the previous two pages. However, note that *the nine weeks can easily be cut in half if students complete two phases per week.*

INITIAL PREPARATION - 1

PILGRIMS is designed to be flexible so it can be used in a variety of teaching situations. This simulation can be used any time of year—not just before Thanksgiving. Although designed for primary students, it can be used with upper-grade students if elements are modified. It may be played in three days, or it may last as long as nine weeks. You decide what will work in your teaching situation. The best way to get started is to follow these steps:

1. Read the entire simulation. Do not skip over any parts. Reread any parts that may confuse you.
2. Choose a Unit Plan (pages 8-10) that best meets your needs.
3. Divide your class into four teams. While forming these teams consider academic abilities, cooperative skills, and leadership. Try to keep teams balanced in these areas.
4. Make an overhead transparency of the ROUTE TO NEW ENGLAND map. Using an overhead projector, project the map onto butcher paper attached to your bulletin board. Leave approximately two feet between the map and the bottom of your bulletin board. Have your students trace the map.
5. Make one photocopy of both pages of the NEW ENGLAND SETTLEMENT MAP for each team and an additional one that will be used for Plymouth Colony.
6. Place the two pages of the NEW ENGLAND SETTLEMENT MAPS together to form an 11" x 17" map as illustrated below.

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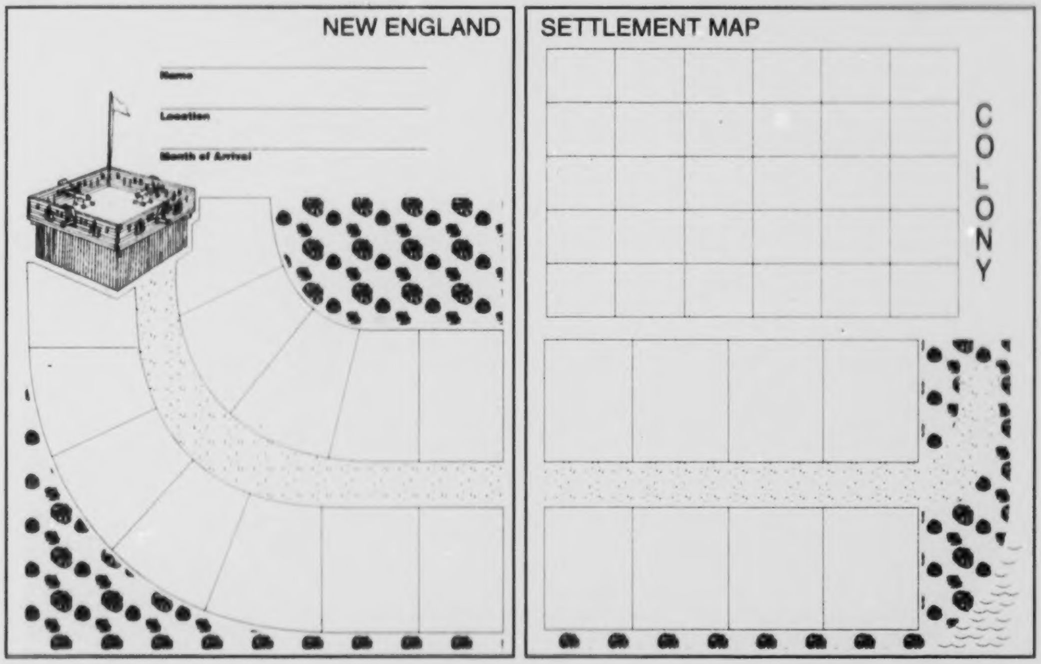
TEACHING TIP

During the simulation team members will have discussions, make decisions, and help each other so they need to sit close to one another. Either have them sit around tables or have them push their desks together so they can work quietly and cooperatively.

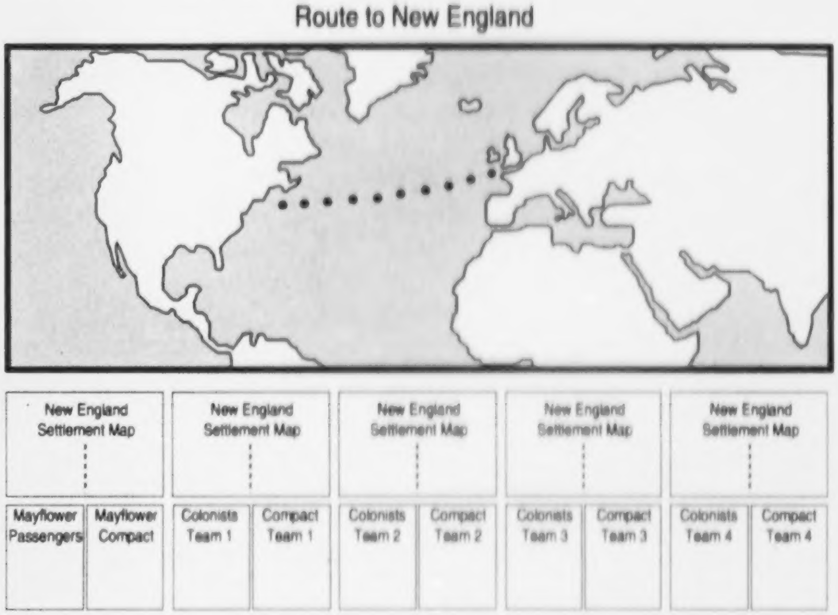


INITIAL PREPARATION - 2

7. Make one photocopy of the MAYFLOWER PASSENGERS.

8. Make one photocopy of the LIST OF COLONISTS for each team. *(**Note**: Each team has its own colonists which it will put on this form.)*

9. On a prominent classroom bulletin board, place the Route to New England map. Underneath, at left, place the Pilgrims NEW ENGLAND SETTLEMENT MAP, Mayflower Passengers, and Mayflower Compact. For each team place a NEW ENGLAND SETTLEMENT MAP, a LIST OF COLONISTS, and team compact for daily student use. See the diagram.


Route to New England
New England Settlement Map
New England Settlement Map
New England Settlement Map
New England Settlement Map
New England Settlement Map
Mayflower Passengers
Mayflower Compact
Colonists Team 1
Compact Team 1
Colonists Team 2
Compact Team 2
Colonists Team 3
Compact Team 3
Colonists Team 4
Compact Team 4

TEACHING TIP

Making this Route to New England map early with students' help will really get them motivated to begin the simulation.

10. Duplicate one set of FOOD CARDS per team (plus an extra set for Plymouth Colony) on yellow construction paper. Cut out each card. Set aside for later use.

11. Make five copies of PILGRIM HOUSES. Run these off on light brown construction paper and set aside for later use.

12. Next, fill in the NEW ENGLAND SETTLEMENT MAP for the Plymouth Colony that is on the left side of the bulletin board as follows: On the line above "name" write "Plymouth" in large letters. Above the word "location" write "New England," and above Month of Arrival write "December." Next, cut out 11 houses from PILGRIM HOUSES and glue these in the large boxes. On the grid beside the word "Colony" glue in 20 FOOD CARDS. This shows the number of houses built by the Pilgrims and the amount of food they had after one year in the new world

INITIAL PREPARATION - 3

13. Make a Pilgrim Log for each student. You may make photocopies of the Pilgrim Log pages that come with this simulation (enough for each student) or use notebook paper. If you use notebook paper, you will still have to provide each student with the title page and a copy of the last page from the Pilgrim Log entitled, "Building the Settlement."

14. Make two photocopies of the MAYFLOWER SHIPS. Cut out one ship for each team and set aside.

15. Make one photocopy of the large T and F for each team. Cut apart for team use.

16. Make a photocopy of the T/F STATEMENTS. You will use this copy rather than the original during the simulation.

17. Each team will need a folder for its team papers. A single sheet of 12"x18" construction paper folded in half is satisfactory.

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TEACHING TIP

You may duplicate these additional materials now or wait until they are needed.

18. During each phase of the simulation there are additional materials that need to be duplicated. Although they are not needed immediately, they are listed here for your convenience. You may duplicate them now or wait until they are needed. They are located at the end of each phase.

Phase 1:
- SCORING PILGRIM LOGS (At least one per team. Individual student copies are optional.)
- WRITING GUIDE: Spring 1620 (At least one per team. Individual student copies are optional.)

Phase 2:
- WRITING GUIDE: Crossing the Great Ocean (At least one per team. Individual student copies are optional.)

Phase 3:
- MAYFLOWER COMPACT (one copy for each team)
- MAYFLOWER COMPACT DOCUMENT 1 or MAYFLOWER COMPACT DOCUMENT 2 (one copy of either for each team)
- SURVIVAL ACTIVITY 1: Protecting the Colony (at least one copy for each team)
- WRITING GUIDE: Arrival in the New World (At least one per team. Individual student copies are optional.)

Phase 4:
- SURVIVAL ACTIVITY 2: Building the Settlement (two per team)
- TREES (30 copies run off on brown construction paper)
- You may need additional copies of the last page of the Pilgrim Log "Building the Settlement"
- WRITING GUIDE: Building the Settlement (At least one per team. Individual student copies are optional.)

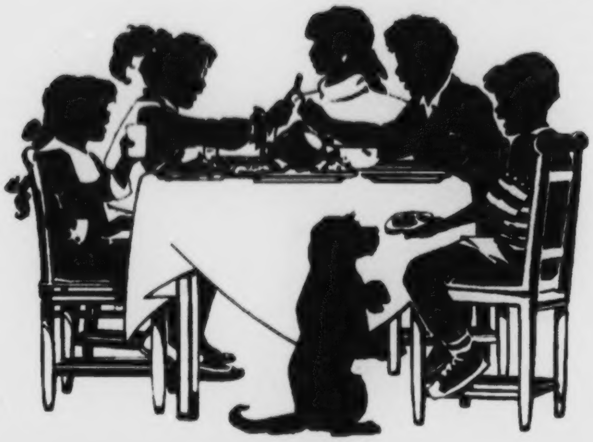
Phase 5:
- SURVIVAL ACTIVITY 3: Finding Food (two per team)
- WRITING GUIDE: Finding Food (At least one per team. Individual student copies are optional.)

Phase 6:
- SURVIVAL ACTIVITY 4: Peace with the Indians (two per team)
- WRITING GUIDE: Indians (At least one per team. Individual student copies are optional.)
- Peace Treaty (one per team)

Phase 7:
- SURVIVAL ACTIVITY 5: Spring Planting (two per team)
- WRITING GUIDE: Spring Planting (At least one per team. Individual student copies are optional.)

Phase 8:
- SURVIVAL ACTIVITY 6: Trading Expeditions (two per team)
- BEADS/TRINKETS BAG (three for each team)
- WRITING GUIDE: Trading Expeditions (At least one per team. Individual student copies are optional.)

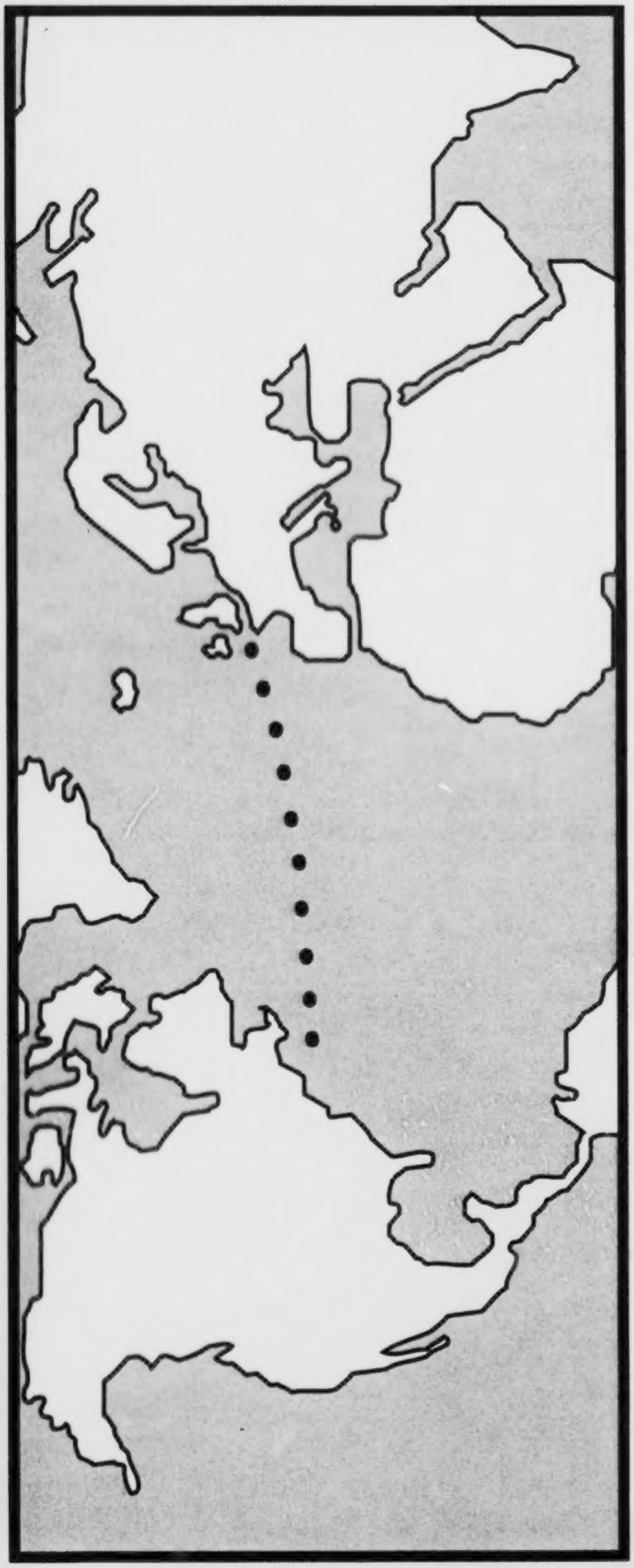
Phase 9:
- COLONY EVALUATION (one per student)
- PILGRIM TEST (one per student)



Thanksgiving Feast (optional)

***Note:** Be sure to read this section before beginning the simulation.* If you are planning to follow the Thanksgiving Feast that is described at the end of the simulation, you will need to begin preparations at least one week before the feast.

Route to New England

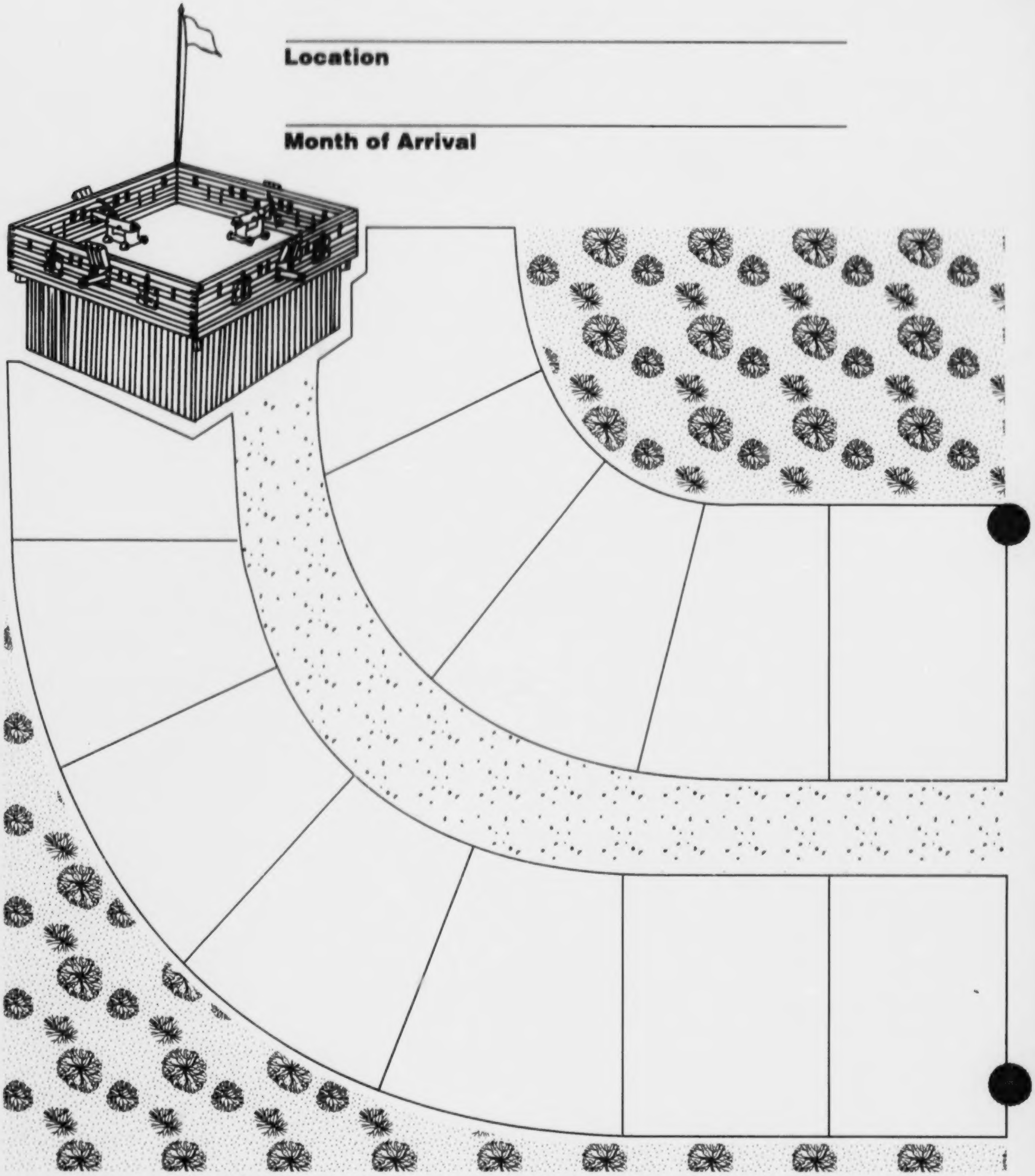


(Overlay Master 1)

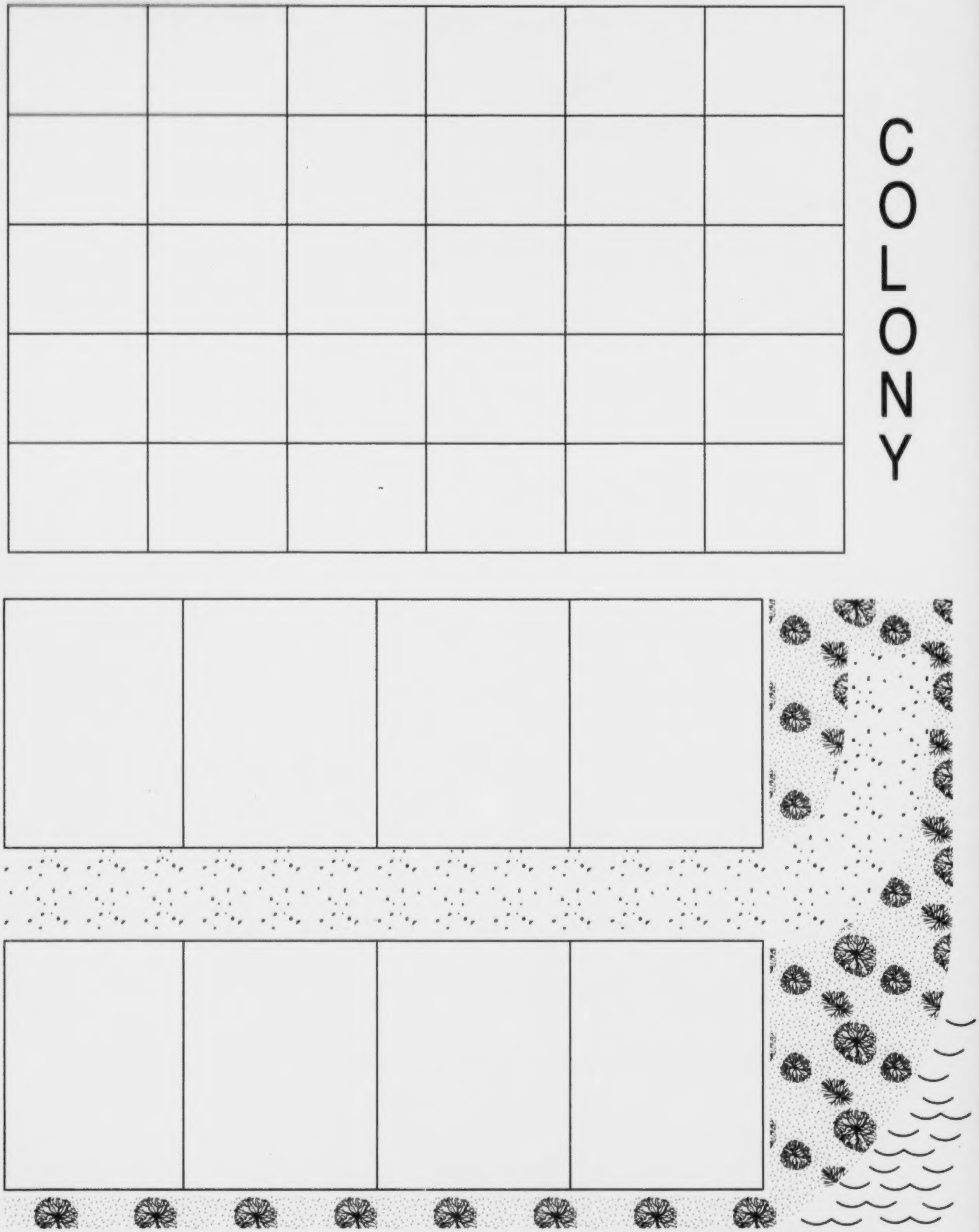
Name

Location

Month of Arrival



SETTLEMENT MAP



MAYFLOWER PASSENGERS

1. John Alden
2. John Allerton
3. Bartholomew Allerton
4. Isaac Allerton
5. Mary Allerton (wife)
6. Mary Allerton (daughter)
7. Remember Allerton
8. Ellen Billington
9. Francis Billington
10. John Billington
11. John Billington (son)
12. Dorothy Bradford
13. William Bradford
14. Love Brewster
15. Mary Brewster
16. William Brewster
17. Wrastle Brewster
18. Richard Britteridge
19. Peter Brown
20. William Butten
21. Robert Carter
22. John Carver
23. Catherine Carver
24. James Chilton
25. Mary Chilton
26. Susanna Chilton
27. Richard Clarke
28. Francis Cooke
29. John Cooke
30. Humility Cooper
31. John Crackston
32. John Crackston (son)
33. Edward Dotey
34. Francis Eaton
35. Sarah Eaton
36. Samuel Eaton
37. ____ Ellis
38. Thomas English
39. Moses Fletcher
40. Ann Fuller
41. Edward Fuller
42. Samuel Fuller
43. Dr. Samuel Fuller
44. Richard Gardiner
45. John Goodman
46. William Holbeck
47. John Hooke
48. Constance Hopkins
49. Damaris Hopkins
50. Elizabeth Hopkins
51. Giles Hopkins
52. Stephen Hopkins
53. John Howland
54. John Langemore
55. William Latham
56. Edward Leister
57. Edmund Margeson
58. Christopher Martin
59. Marie Martin
60. Desire Minter
61. Ellen More
62. Jasper More
63. Richard More
64. Master More
65. Alice Mullins
66. Joseph Mullins
67. Priscilla Mullins
68. William Mullins
69. Digory Priest
70. Solomon Prower
71. Alice Rigdale
72. John Rigdale
73. Joseph Rogers
74. Thomas Rogers
75. Henry Sampson
76. George Sowle
77. Captain Miles Standish
78. Rose Standish
79. Elias Story
80. Edward Thomson
81. Ann Tilley
82. Bridget Tilley
83. Edward Tilley
84. John Tilley
85. Elizabeth Tilley
86. Thomas Tinker
87. Mrs. Tinker
88. Master Tinker (son)
89. William Trevor
90. John Turner
91. Master Turner (son)
92. Master Turner (2nd son)
93. Richard Warren
94. Resolved White
95. Susanna White
96. William White
97. Roger Wilder
98. Thomas Williams
99. Edward Winslow
100. Elizabeth Winslow
101. Gilbert Winslow
102. Unknown maidservant
103. ____________________
104. ____________________

LIST OF COLONISTS

Team name ______________________________

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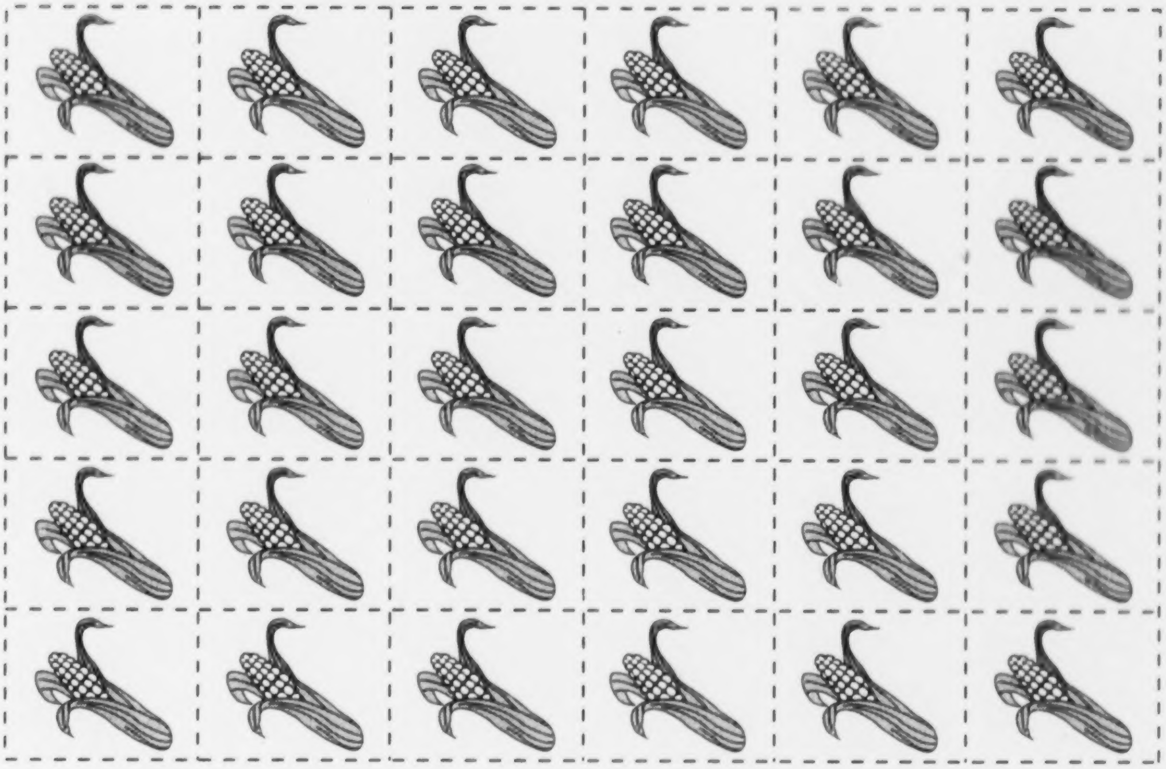
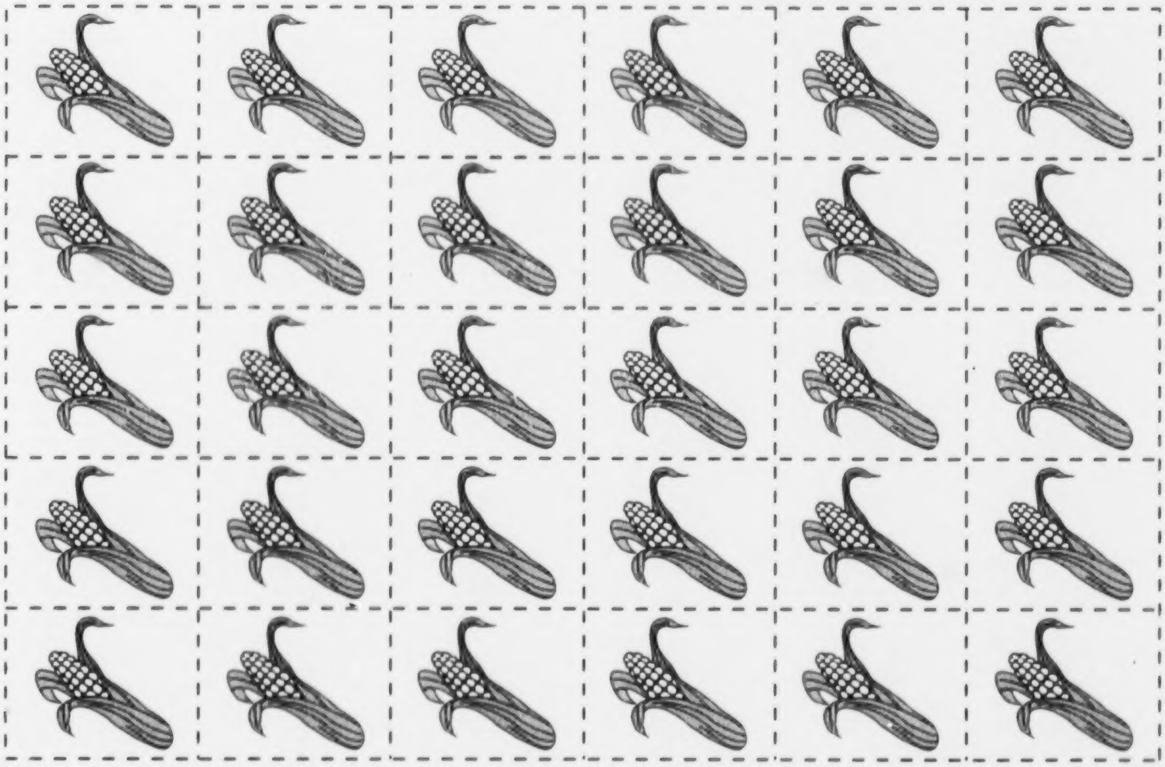
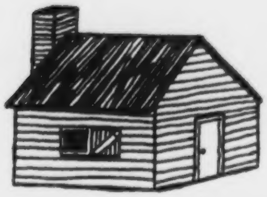
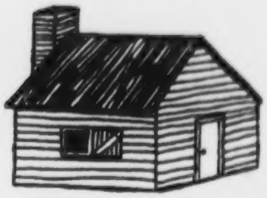
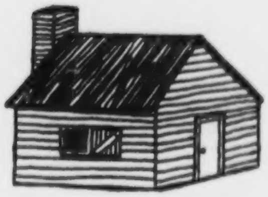
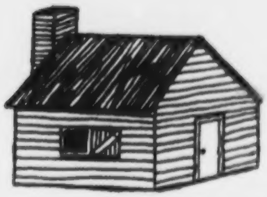
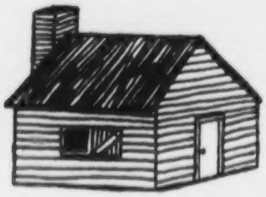
FOOD CARDS

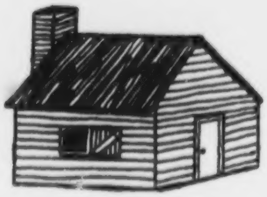
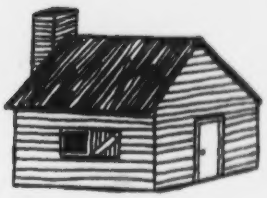


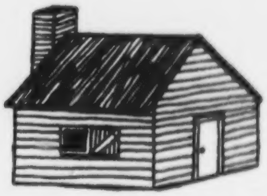


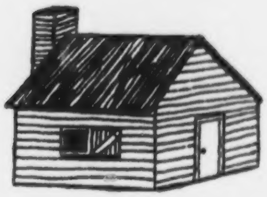
PILGRIM HOUSES

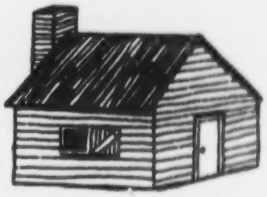



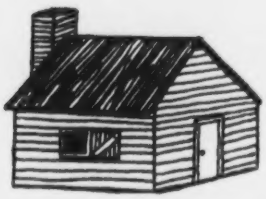
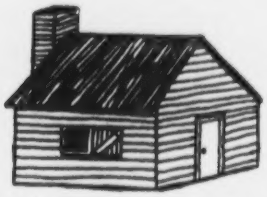
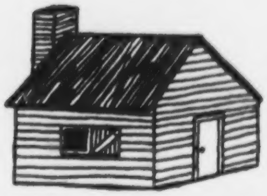




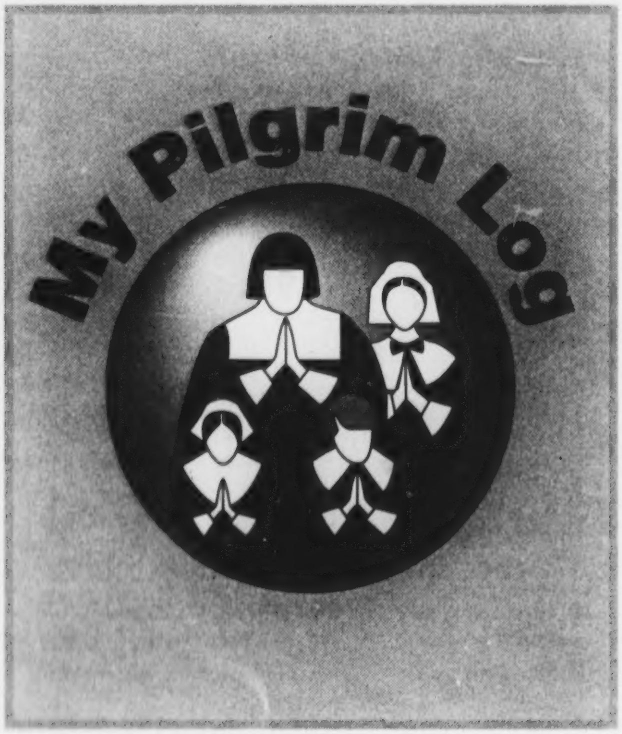










My Pilgrim Log

The First Year History of
________________ Plantation

The Personal Log of

____

Written in ____________1620

PILGRIM LOG

Spring 1620

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Crossing the Great Ocean

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Arrival in the New World

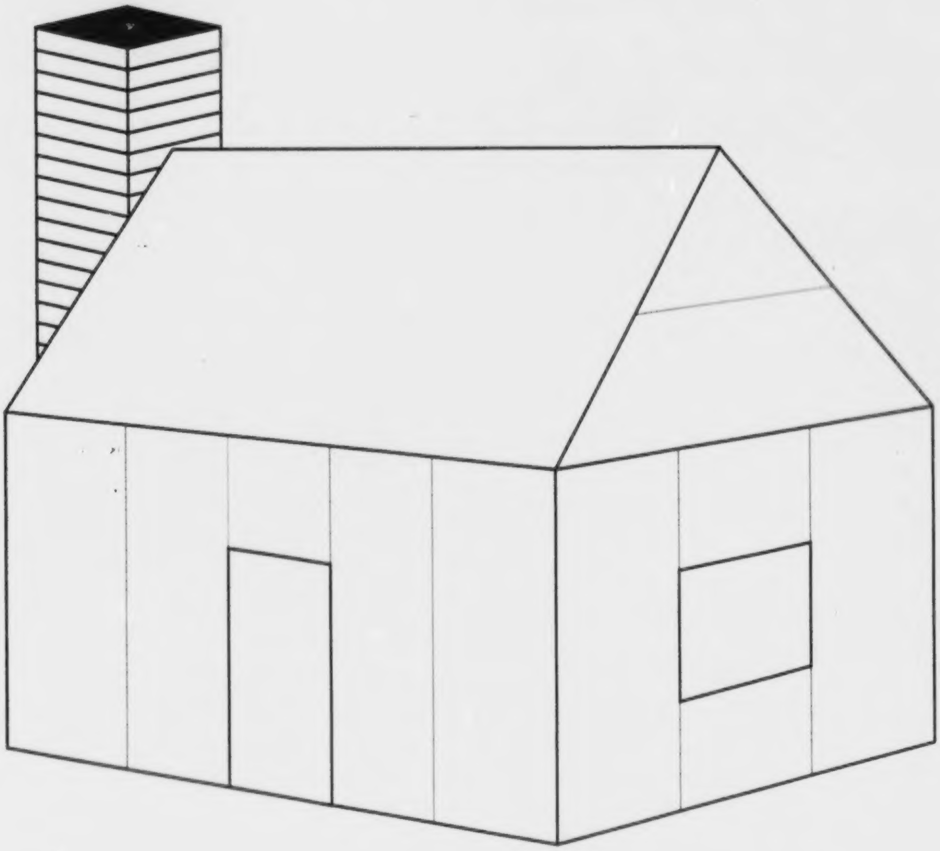
Building the Settlement

Finding Food

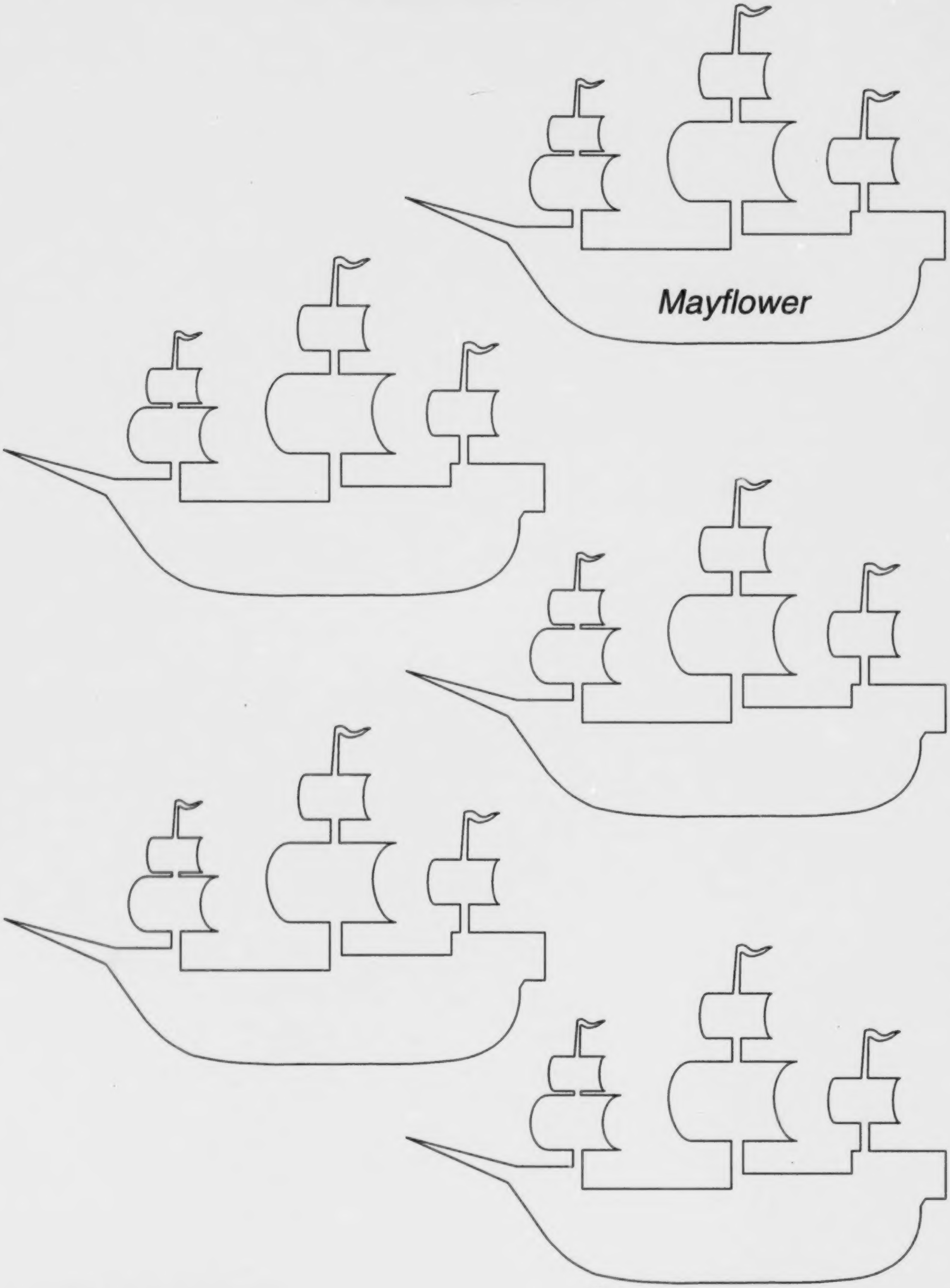
Indians

Spring Planting

Trading Expeditions



MAYFLOWER SHIPS



T

F

T/F STATEMENTS - 1

1. The Pilgrims were the first early English settlers of New England. **T**
2. The Pilgrims established the Plymouth Colony in 1920. **F**
3. Many of the Pilgrims were Separatists who wanted to leave the Church of Holland. **F**
4. Columbus sailed to America on the *Mayflower.* **F**
5. The Pilgrims started their voyage to the New World on two ships, the *Mayflower* and *Santa Maria.* **F**
6. The water was so bad on the *Mayflower* that the children drank beer. **T**
7. It took the *Mayflower* 33 days to reach the New World. **F**
8. The *Mayflower* was a small ship specially designed to carry passengers. **F**
9. The *Mayflower* carried 102 passengers and about 20 to 30 sailors to the New World. **T**
10. A baby girl born on the *Mayflower* was named Oceanus. **F (a boy)**
11. Some people slept in a small boat that was kept aboard the *Mayflower.* **T**
12. The main beam that held the *Mayflower* together cracked and the Pilgrims clothes, bedding, and some food got wet. **T**
13. The doctor's servant got sick and died. **T**
14. Dogs and especially cats were not allowed on the *Mayflower.* **F**
15. It took 56 days for the *Mayflower* to cross the Atlantic Ocean. **F** (65)
16. During the entire voyage only one Pilgrim died. **T**
17. Pilgrim men and boys were not allowed to help the crew of the *Mayflower.* **F**
18. The crew members often made fun of the Pilgrims. **T**
19. The captain of the *Mayflower* was not sure where in the New World they had landed. **T**
20. One of the first things the Pilgrims did when they went ashore was to wash clothes. **T**
21. Before settling at Plymouth the Pilgrim explorers were attacked by Indians. **T**
22. There was a large rock in the harbor where the Pilgrims could step from their small boat to the shore without getting wet. This was called Plymouth Rock. It got its name from an old Plymouth automobile that once crashed into it, but has since rusted away. **F**

T/F STATEMENTS - 2

23. The Pilgrims would work on Christmas, but not Sunday. **T**

24. The Pilgrims celebrated a Christmas holiday. **F**

25. The first English child born in New England was a boy. **T**

26. It is believed that the *Mayflower* is now part of a barn in England. **T**

27. When the Pilgrims arrived in Plymouth they found fields that had been used for planting corn. **T**

28. The Pilgrims built log cabins. **F**

29. The Pilgrims wore only black and gray clothes. **F**

30. Little boys wore dresses until they were six years old. **T**

31. The Pilgrims first winter in Plymouth was milder than usual. **T**

32. About half of the Pilgrims died from sickness. **T**

33. The Pilgrims had medicine, but most of the doctors of that time thought a good way to cure an illness was to cut open a sick person's arm and let some blood flow out. **T**

34. During the winter the Pilgrims killed and cooked a buffalo. **F**

35. Squanto was the first Indian to speak to the Pilgrims. **F**

36. Samoset learned to speak English at Oxford University in London, England. **F**

37. The Pilgrims built their colony where Squanto's village used to be. **T**

38. Not every Pilgrim house had a chair. If there was one only the man of the house used it. **T**

39. Pilgrims used rugs to cover their beds. They never put them on the floor. **T**

40. Squanto helped the Pilgrims and Indians make a peace treaty. **T**

41. The peace between the Pilgrims and Indians lasted only seven years. **F** (54 years)

42. The Pilgrims believed weddings were religious ceremonies. **F**

43. Once the corn was harvested the *Mayflower* returned to England. **F**

44. The Indian tribes of New England held more than four thanksgiving festivals each year. **T**

45. The Pilgrims believed it was good manners to keep your hat on while you ate. **T**

46. There were no forks in Plymouth. **T**

47. After dinner the men and women smoked their pipes. **T**

48. The Indians showed the Pilgrims how to make pizza. **F**

49. The first thanksgiving lasted three weeks. **F**

50. Chief Massasoit brought 90 braves to the first Thanksgiving. **T**

51. After the feast, Squanto was captured and sold into slavery. **F**

52. The Pilgrims did not eat pumpkin pie at the first Thanksgiving. **T**

53. The Pilgrims did not eat artichokes at the first Thanksgiving. **T**

54. The Pilgrims had lobsters and geese at their Thanksgiving feast. **T**

55. The Pilgrims celebrated Thanksgiving every year in November. **F**

56. The first Thanksgiving in America was religious and did not have feasting. **T** (In 1619 there was a Thanksgiving on the Virginia Plantation.)

57. The first New England Thanksgiving was the Pilgrims' three-day feast. **T**

58. Thanksgiving is held on the fourth Thursday of November. **T**

59. In 1789 President Ronald Reagan named November 26 a day of national thanksgiving. **F** (It was George Washington.)

60. Thanksgiving used to be on the third Thursday in November so there would be a longer shopping period before Christmas. **T**

61. Thanksgiving became a legal, federal holiday in 1941. **T**

62. For 200 years the Pilgrims were called "Forefathers" or Founders rather than Pilgrims. **T**

63. After the first Thanksgiving another trainload of settlers arrived at Plymouth Colony. **F**

64. The most important rule in Plymouth was to go to church on Sunday. **T**

THE DECISION - 1

Overview The students review the story of the Pilgrims and why they came to the New World. They are then challenged to do a better job of surviving than the Pilgrims did. Students are put on teams where they select a name for their colony and create a list of 104 colonists. The day ends when students learn the importance of their Pilgrim Logs, how they are scored, and they make their first entries.

Materials

1. NEW ENGLAND SETTLEMENT MAP (one per team)
2. LIST OF COLONISTS (one per team)
3. SCORING PILGRIM LOGS (one per student or at least one per team)
4. WRITING GUIDE: Spring 1620 (one per student or one per team)
5. A folder for each team.
6. Pilgrim Log (one per student)

Lesson

1. Read the following aloud:

Read aloud ...

Introduction

In 1620 a group of people boarded a ship called the *Mayflower* and set sail for the New World. This group, which was later known as the Pilgrims, arrived two months later in a cold, hostile land. There were no stores where they could buy food, clothing, or any kind of building materials. There was no king and there were no laws. They were separated from relatives, friends, and supplies by 3,000 miles of ocean that took months to cross. They were strangers in a foreign land. The crops they planned to raise did not grow. They were too weak and sick to build houses, and they were so afraid of an Indian attack that they buried their dead at night so the Indians would not know how small there numbers were getting. The first year was so difficult that only 51 of the 102 Pilgrims who came to the New World survived the first winter.

***Note:** Fifty-two Pilgrims survived, but one of them, Peregrine White, was born in the New World and is not counted among the original 102 Pilgrims who left England.*

Today, the Pilgrims are honored for their courage. Despite all of the hardships, they proved that people could govern themselves without kings or queens. They were the ones who brought to America the political and religious freedoms we value today.

But was all of their suffering necessary? Did the Pilgrims make bad decisions or were they doomed to

Read aloud ...

suffer no matter what they did? In this simulation you will get a chance to answer these questions. By role-playing Pilgrim colonists you will have to make the same difficult decisions the Pilgrims had to make and you will face consequences just as they did. You will have to choose a colonial site, build houses, raise crops, make peace with the Indians, and pay off your debts. The Pilgrims were able to survive, but there was much suffering and a great loss of life. Can you use your skills and knowledge to do a better job of surviving in the New World than the Pilgrims did? You will get your chance to find out as you play the simulation game PILGRIMS.

2. Have a class discussion about the Pilgrims to find out what the students know about them. If you feel they need more information about the Pilgrims read aloud the Pilgrim Story that follows and discuss it.

Read aloud ...

Pilgrim Story

On the fourth Thursday of November Americans celebrate Thanksgiving. Families get together and celebrate with a large feast. It is a time to give thanks for all they have received during the year. This holiday comes to us from the Pilgrims who were the first English people to settle in New England. During their first year in this new land they suffered from cold, hunger, and disease. Half of them died during the first winter, but then spring came and peaceful Indians showed them how to catch fish and plant crops. That summer they had a good harvest and decided to celebrate their good fortune with a day of thanksgiving.

The custom of celebrating Thanksgiving spread to other colonies in New England, but there was not a special day set aside. Then in 1789 George Washington named November 26 as a day of national thanksgiving. Abraham Lincoln changed it to the last Thursday in November. In 1941, it became a legal federal holiday. We continue to celebrate it today, more than 370 years since the Pilgrims first struggled in a new and hostile land.

The Pilgrims had a difficult life even before they came to the New World. Many of them were called Separatists.

Read aloud ...

They wanted to separate from the Church of England and worship God their own way. Since they could not do this in England they moved to Holland. They lived there for several years but were not happy. Although they could practice the religion they wanted, they noticed that their children were forgetting the English language and English customs. They also found it impossible to get good jobs. They knew they had to leave.

In 1620 they received land in the New World near the mouth of the Hudson River. The people who gave them the land agreed to hire a ship, pay the crew, and pay for the supplies. In return the Pilgrims had to repay the company with all the fish, furs, and timber they harvested in the New World for seven years. All they could keep was the amount of supplies they needed to survive. After the seven years the Pilgrims would receive a small amount of land. Although the Pilgrims did not like this plan they decided to accept it. In the New World they would have religious freedom and their children would learn English traditions.

They originally planned to leave for the New World in April or May on two ships, the *Speedwell* and the *Mayflower.* But there were numerous delays and problems. First, supplies cost more than expected and the Pilgrims had to borrow extra money. Second, the company that was sending them wanted more people to go so the Separatists were joined by others looking for adventure and wealth in the New World. Shortly after departing the *Speedwell* began to leak and both ships returned to England. Some of the passengers on the *Speedwell* stayed in England, but others crowded into the *Mayflower.* The *Mayflower*, crammed with 102 people now known as Pilgrims, finally departed on September 6, 1620.

Crossing the Atlantic Ocean took two months. The Pilgrims were wet, cold, and seasick. One of the Pilgrims, William Butten (20), died and was buried at sea, but Elizabeth Hopkins gave birth to a son and he was named Oceanus. On November 9 land was sighted. Two days later the *Mayflower* entered Cape Cod Bay. They were more than 300 miles off course! Some wanted to

Read aloud ...

stay and others wanted to look for the Hudson River. At this point the head of each household signed an agreement—the Mayflower Compact—in which all agreed to stay together and follow the laws that were made.

The Pilgrims explored the coast of Cape Cod for more than a month before they found a good location for their colony. They chose a site that was once an Indian village. The land had been cleared and there was a stream of clear water nearby. They named it Plymouth Colony.

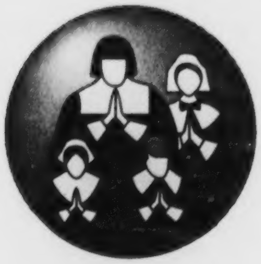
The Pilgrims lived on the *Mayflower* while the houses were being built. Winter began and the weather was wet and cold. The work was hard and there was little food. The Pilgrims got sick and began to die. At one time there were only seven people well enough to care for the sick. Indians were spotted. The Pilgrims, fearing an Indian attack, buried their dead at night so the Indians would not know how weak they were. By spring, 52 Pilgrims had died. Half of the husbands had died and 14 of the 18 wives were dead. Of the 24 families who came over on the *Mayflower* 16 had suffered at least one loss and four families were completely wiped out.

By spring the sickness was gone. The weather was getting warmer and they met two Indians, Samoset and Squanto, both of whom spoke English. Squanto and Samoset helped the Pilgrims catch fish, grow corn, and make peace with the local tribes. When summer ended the Pilgrims were thankful. They had survived a difficult winter. They had peace with the Indians. They had their homes built and they had a good harvest. It was indeed a time to give thanks.

3. Tell your students the following:

Read aloud ...

You are now going to be placed on teams. Each team will compete against the Pilgrims. Your team will keep track of your progress on a NEW ENGLAND SETTLEMENT MAP that looks like this. (Point to one on the bulletin board.) This map (point to the NEW ENGLAND SETTLEMENT MAP for Plymouth Colony) shows you how well the Pilgrims did at the end of their first year. You can see how much food was harvested and how many



Read aloud ...

homes were built. By comparing your colony with the Pilgrim's colony you will be able to see how your team is doing compared with the Pilgrims.

You will also receive a LIST OF COLONISTS form on which you will write the names of 104 colonists who leave England for the New World. (Point to the MAYFLOWER PASSENGERS list on the bulletin board). This is the list of Pilgrims who left England in 1620. During this simulation, each time a colonist dies, his or her name will be crossed off the list. Each time one of your colonists die, a name will be crossed off your list. By looking at these lists, your team will be able to see if you have more or less survivors than the Pilgrims.

4. Allow 10 minutes to answer questions the students may have, but explain to them that many of their questions will be answered more thoroughly as the simulation is played.

5. Divide the class into four teams, making sure that each team has at least one able leader. Allow time for them to select a name for their colony. Explain that the first colonies were named after people, cities, and countries; for example, Plymouth Colony was named after the city of Plymouth, England. Encourage your students to come up with names based on people or places that are related in some way to the Pilgrims or England. They may not select the name Plymouth Colony, but they may select one of the names suggested below (list these on the board) or come up with an original one. However, each team must have a different name. (Bonus activity: You may challenge students to find out more about the name they have chosen for their colony.)

Suggested Names for Colonies

- ***England*** London, Reading, Brighton, Portsmouth, Bristol, Southhampton, Northhampton, Scrooby, Devon, Yorkshire
- ***English rulers*** Elizabeth, Edward, Henry
- ***Related to Pilgrims*** Separatists, faithful, *Mayflower,* Squanto, forefathers, Massasoit, Samoset, Leyden, Bradford, Brewster, Carver, Standish

6. Assign each team one of the NEW ENGLAND SETTLEMENT MAPS. Above the word "name" write the name each team has chosen for its colony.

7. Give each team a LIST OF COLONISTS form. Have them write in the names of 104 people who will be in their colony. In order to make this more realistic they should include their own names, and the names of family members, relatives, and friends.

TT

TEACHING TIP

Divide the work by having half of each team do names 1-52, and the other half 53-104.

8. Read the following aloud to your students.

Read aloud ...

The Separatists

Many of the Pilgrims who settled in New England were called Separatists. Before they came to the New World they lived and worshipped in England. They were unhappy with the Church of England. They wanted changes made in the church. Soon they realized that they could not make the changes they wanted so they left (or separated from) the Church of England. Since it was illegal to separate from the church the Separatists left England and moved to Holland where they could have their own religion.

After 11 years of living in Holland the Separatists were unhappy. They wanted to find a place to live where they would be able to earn a good living, remain English subjects, and still have religious freedom. This could not be done in Holland or England and other countries in Europe were on the verge of war. The Dutch gave them religious freedom, but good jobs were not available and their children were becoming more and more like Dutch boys and girls. In England good jobs were available and their children would remain English, but England would not allow them to practice their own religion.

The Separatists turned their attention to the New World. They had read books by explorers who described the wealth and beauty of this new land. Soon they were convinced that a colony in the Americas would solve their problems. But where would they go? And how could they possibly afford it? The Separatists barely had enough money to move from England to Holland. They did not have enough money to establish a colony in the New World nor did they have a claim to the land.

The king, according to English law, owned all of the colonial land. The king gave grants of land, or charters, to companies. These companies granted permission for colonists to live on the land. Merchants, called Adventurers, formed companies to help people get to these new lands in return for a share of the wealth.

These companies were willing to pay for most of the Separatists' expenses in getting to the New World, but they were interested in making money and the deals they offered the Pilgrims were not liked. Your group, like the Pilgrims, does not have enough money to cross the Atlantic and form a colony, but, nevertheless, you find a company that will pay for your trip to the New World. You will discover how you pay them back in Phase 8.

9. Hand out the Pilgrim Logs to each student.

TT

TEACHING TIP

Give a score to each log (but don't count it). Be tough and demand good neat work. Future log entries will be better if your standards are high.

10. Hand out the SCORING PILGRIM LOGS sheet to each student (or at least one copy per team). The sheet gives students your scoring requirements for the log entries. Discuss with your students how the Pilgrim Logs will be scored and answer any questions they may have.
11. Hand out copies of the WRITING GUIDE: Spring 1620. Go over the guide. Refer to the directions about WRITING GUIDES under Simulation Elements on page 4 of the Introduction. Then have your students open their logs to Spring 1620 and begin writing.
12. You do not need to score any of the log entries until Phase 3 of this simulation, but you should collect the logs and look them over to see how well your students are doing. It may be necessary to pull aside individual students or possibly whole teams and show them what they have to do to raise their scores. This is especially important for students scoring "needs improvement." There will be some students whose work will always need improvement. For these students you should design a special rubric just for them that enables them to be successful.
13. Collect LIST OF COLONISTS from each team. Put these on the simulation bulletin board under each team's respective NEW ENGLAND SETTLEMENT MAP as shown on Introduction: 12 under Initial Preparation.
14. If you are having your students wear costumes, remind them to bring in these clothes for tomorrow.

Want to do a good job?

SCORING PILGRIM LOGS

In order for the Pilgrims to survive in the New World they had to work together. Their very survival depended on hard work and cooperation. In order to simulate this hard work and cooperation you will each be required to make nine entries in a Pilgrim Log.

The log entries you make will be evaluated and scored by your teacher. Your teacher will select two log entries from each team to evaluate every day. The fate of your team is linked to this assignment, so it is important that you do your very best work and help each other to make each team member's log as accurate as possible.

How your logs will be scored

The log entries from your team will receive a score of very good, good, or needs improvement. In order to receive a very good or good score the log entries must be neat and easy to read. They must be written on the topic that was assigned and must seem like they were written by colonists. The other requirements are as follows:

- **Very Good** The log entry is thorough and is exceptionally neat, believable, and easy to understand. There is no more than one error in spelling, punctuation, and grammar combined.
- **Good** The log entry is believable and neat, but could be longer. All of the sentences are easy to understand. There are no more than three errors in spelling, punctuation, and grammar combined.
- **Needs Improvement** Any log entry that does not receive a very good or good rating receives a score of needs improvement.

How your team's Pilgrim Log fate is determined

The combined scores of the two log entries will determine your team's fate for the day. The fate can be Miracle, Destiny, or Misfortune. The fate is determined as follows:

- **Miracle** Both logs must score a **Very Good**.
- **Destiny** Both logs score a **Good** or a **Good** and a **Very Good**.
- **Misfortune** Whenever one log scores **Needs Improvement**, the team gets Misfortune—regardless of the score on the other log.

WRITING GUIDE: Spring 1620

Topic

Describe yourself and your family. Then explain why you cannot stay in Holland or live in England.

Pre-writing activity

Complete the sentences below then discuss your answers with your teammates.

1. In England the Separatists could not practice their own______________ .
2. They had to worship in the ______________________________________.
3. The Separatists had religious freedom in ________________________, but could not get ________________ jobs.
4. The children were becoming more and more like ____________children.
5. The Separatists wanted their children to learn ________________customs.

Writing frame

I am _________ years old. In my family there are _____________. We have been living in Holland for 11 years and my parents are unhappy. They are unhappy with our life in Holland because ____.

We wish we could live in England, but this is not possible because _________________ ____________________.

Proofreading

1. Did I carefully follow the directions of the assignment?
2. Do all sentences make sense?
3. Do all sentences begin with a capital letter?
4. Do all sentences end with a punctuation mark?
5. Are all words spelled correctly?
6. Is my writing neat?
7. Did my teammates proofread my paper?

THE CROSSING - 1

Overview The students learn about the difficulties the Pilgrims had crossing the Atlantic Ocean. Then each team receives a ship and takes a simulated voyage across the Atlantic. Teams cross the ocean with dots earned from Mayflower Fate and by correctly identifying whether statements about the Pilgrims are true or false. They reach the New World in October, November, or December, depending on how quickly they crossed the ocean compared to the Pilgrims on the *Mayflower.*

TT
TEACHING TIP

The crossing takes about 90 minutes. To keep it under 60 minutes, schedule the writing of the Pilgrim Log entries for another time.

Materials

1. MAYFLOWER SHIP (one for each team)
2. Mayflower Fate (found at the end of this phase)
3. T/F Statements (one copy for your use)
4. T card (one per team)
5. F card (one per team)
6. An outline of a 6' x 3' rectangle drawn on the floor (or outlined with masking tape) for each team.
7. WRITING GUIDE: Crossing the Great Ocean (one per student or one per team)
8. Assorted colors of construction paper
9. Pilgrim Log (one per student)

Lesson

Read aloud ...

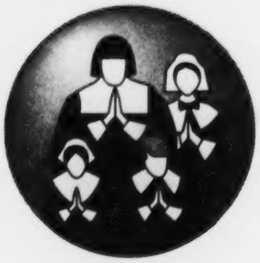
1. Read or tell the following story.

Crossing the Atlantic

The Pilgrims planned to leave their homeland early in the spring of 1620, but there were countless delays. By the time they got the king's permission to establish a colony and arranged for ships and supplies, it was late August. Many of the Pilgrims decided not to go. The company that was paying for the trip needed more colonists so other people from London were recruited for the trip. These people, who were called "Strangers" by the Pilgrims, went in search of wealth and adventure. Today, the entire group who settled at Plymouth is known as the Pilgrims.

On August 23, 1620, a group of 120 Pilgrims boarded two ships. The *Speedwell* was the smallest. It would stay in the New World where it would be used for fishing. The *Mayflower* was three times larger. It weighed 180 tons and was 90 feet long and 25 feet wide. After the Pilgrims had established their colony, it would return to England.

After a short time at sea, the *Speedwell* began to leak. Both ships returned to England so repairs could be made. Once the *Speedwell* was patched with tar and fibers it once again left with the *Mayflower.* Three hundred miles from England the little ship began to leak a second time. It was apparent the *Speedwell* could not make the voyage. Both ships returned to England.



Read aloud ...

Some of the Pilgrims from the *Speedwell* joined their friends on the *Mayflower.* Others stayed behind promising to come later on another ship. There were now 102 passengers and at least 20 crew members crowded on the ship. There was no heat, no plumbing, and no privacy. People wore the same clothes all the way across the ocean. Anything that got wet stayed wet until the sun came out. It was under these crowded conditions that the *Mayflower* finally set sail for the New World on September 6, 1620. It was a bad time to leave. Although the weather was good, Captain Jones knew the waters would soon get rough.

For the first two weeks the Pilgrims enjoyed good weather. They were able to get used to sea travel. Then the *Mayflower* was struck by a series of fierce storms. The Pilgrims had to stay below decks. Gale force winds attacked the *Mayflower.* Its seams opened and bedding and clothing were soaked with ocean water. Halfway across the Atlantic the main beam split and it appeared the ship would split in two. Fortunately there was enough equipment on board to make repairs. The beam was fixed, leaks were plugged, and the *Mayflower* went on.

Sometimes the storms were so strong that the captain had his crew take in the sails and let the *Mayflower* be tossed about. Finally, after 65 days at sea they reached land. During the crossing a child was born. Since he was born at sea they named him Oceanus Hopkins. (Add his name to line 103 on the list of *Mayflower* passengers.) Unfortunately one Pilgrim, William Butten (20), died and was buried at sea. (Cross off his name from the list of *Mayflower* passengers.)

2. Give each team a ship. Have them name it and write that name on the ship. Next, assign or have the teams choose a color (red, orange, yellow, green, blue, black, or brown) and have the teams color their ship that color.

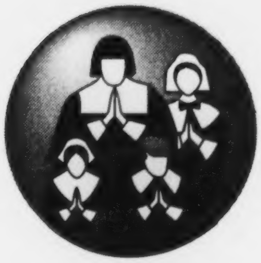
THE CROSSING - 3

3. Attach each ship to the bulletin board near England, but not on the first dot. If your bulletin board display is small, the ships will not fit. If this is the case, put each team's ship in a straight row under Greenland. Next, give each team a small piece of construction paper that is the same color as their ship and have them cut out a small marker that they can pin to the map of England. Rather than moving the ships the teams will move these markers. Next, have each team cut out a second marker that you clip on to their NEW ENGLAND SETTLEMENT MAP. This will help you recognize which ship (or marker) goes with which colony. After today's lesson you may discard both markers and return the ships to the teams. Neither the markers nor the ships will be used after today.

TT

TEACHING TIP

Mark each team's New England Settlement Map and List of Colonists with the color they chose. By color coding each team in this way, it will be easier to keep track of colonists, food, and buildings.



Read aloud ...

4. Read or tell the following to your students.

Now you are going to board your ship and cross the Atlantic. To simulate the crowded conditions on the *Mayflower* each team will occupy a rectangular space chalked on the carpet (or outlined with tape on the floor) that is 6' long and 3' wide. This is the amount of space each person had on board the *Mayflower* to eat, sleep, and store all of his or her possessions. If anyone steps across the outline of the ship it is assumed that a member of the colony fell overboard and drowned. A name will then be crossed off the LIST OF COLONISTS. Exceptions to this are made for Mayflower Fate activities which will be explained shortly.

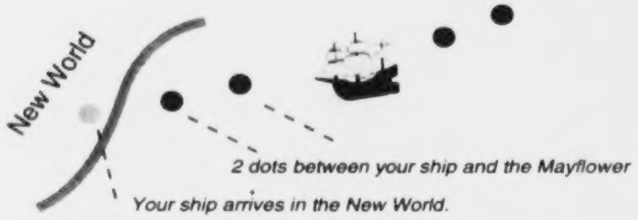
Movement across the ocean is determined by Mayflower Fate and correct responses to the T/F Statements. You do not have any control over the fate cards, but you can help your team by carefully listening to the T/F Statements. If your team can correctly identify a statement as being either true or false, your team moves its ship two dots. Each team must select a navigator to move the ship and a captain to hold up a T or F card.

5. Allow students time to do this then continue.

All teams will compete against the *Mayflower*. Ships that arrive two dots before the *Mayflower* (see illustration) arrive in the New World in October.

TT
TEACHING TIP

Draw this on the board for your students to see.


New World
2 dots between your ship and the Mayflower
Your ship arrives in the New World.

Read aloud ...

Ships that arrive one dot before the *Mayflower* arrive in November and ships that arrive at the same time or later than the *Mayflower* arrive in December. Remember, the sooner you reach the New World, the greater the chance of survival. Good luck.

Note: Once a team arrives in the New World, the Mayflower Fate no longer affects that team. If a team reaches the New World before Mayflower Fate 5 is read, that team is not affected by Mayflower Fate 5 or Mayflower Fate 6.

TT
TEACHING TIP

Remember, each team's progress is determined by the coin toss in Mayflower Fate and correctly identifying a T/F statement. Only the navigators from each team may leave their ship to move a team's marker or ship.

6. Have each team of students enter the 6'x3' rectangles. Read aloud the Pilgrim's Fate from Mayflower Fate 1. Move the *Mayflower* the three dots indicated. Next, go to the captain of a team and have the captain flip a coin. There is a fate for heads and a fate for tails. Read the appropriate fate aloud and have the team's navigator move the ship or marker. Then go to each of the other captains, one at a time, and have them flip a coin and have their navigators move the team's ship as determined by the Mayflower Fate.

7. Read aloud a T/F Statement. Be sure not to read one you have already used. Allow teams time for a brief discussion; then have all teams hold up a T card if they agree with the statement or an F card if they disagree. All teams will hold up their answers at the same time. The navigator of each team with a correct response moves his/her team's ship ahead two dots.

8. Read aloud the Pilgrims fate from Mayflower Fate 2 and move the ship as indicated. Now go to each captain for a coin toss. The navigator from each team will move team's ship based on the fate determined by the coin toss. Follow this with another T/F Statement. Continue reading the Mayflower Fates, having the team's

fate determined by a coin toss, and asking the T/F Statements until all teams reach the New World.

9. The crowded conditions may cause tempers to flare and some minor pushing and shoving. Younger children may get silly and try to "fall overboard." If either of these things happen it may be necessary to have students return to their desks. Use this as a teaching opportunity to show them how difficult it must have been for the Pilgrims, who had to stay in crowded conditions like these for 65 days. Then have students return to their "ships" and continue with the simulation. Any student who continues to push, shove, or act silly should be sent to his or her desk for the rest of the period. Use your judgment to decide if such behavior should result in names being crossed off the LIST OF COLONISTS.

10. Record the month that each team arrives in the New World on their NEW ENGLAND SETTLEMENT MAP. Remember, ships that arrive two dots or more before the *Mayflower* arrive in the New World in October. Ships that arrive one dot before the *Mayflower* arrive in November. Ships that arrive at the same time or later than the *Mayflower* arrive in December. (***Note:*** The arrival time includes time spent exploring the area in search of a suitable location for a colony. The Pilgrims arrived in November, but did not chose a site for their colony until December. So, for the purpose of this simulation, the Pilgrims arrived in December.)

11. Hand out the WRITING GUIDE for this phase. Go over the guide. Then have the students make entries in their Pilgrim Log in the section labeled "Crossing the Great Ocean."

MAYFLOWER FATE - 1

Instructions: Have the captain of each ship toss a coin to determine whether fate is heads or tails. If a team is unable to move back the number of dots indicated by its fate because the team is already at the beginning of a route, the fate is ignored.

Mayflower Fate 1

Pilgrims: Fair weather. Excellent progress. Move ahead three dots.

New England (heads): Strong winds. Move ahead one dot if a member of your team can name the four oceans.

New England (tails): Steady progress. Move ahead one dot.

Mayflower Fate 2

Pilgrims: Good weather continues. Move ahead three dots.

New England (heads): Fair winds. Move ahead one dot.

New England (tails): The helmsman of your ship falls asleep while steering the ship. You are off course. Move back one dot.

Mayflower Fate 3

Pilgrims: One of the main beams cracks. No progress while repairs are made.

New England (heads): During a severe storm a man falls overboard. If you call a coin toss correctly he is saved, otherwise cross off one man from your LIST OF COLONISTS.

New England (tails): Winds are so strong the sails must be taken in and tied down. If this cannot be done soon enough the ship will be severely damaged. The crew needs your help. Find one person in your group who can tie three pieces of yarn together to form a circle in 20 seconds or less. If successful no progress is made, but if your team member fails you must move back two dots.

MAYFLOWER FATE - 2

Mayflower Fate 4

Pilgrims: Rough seas. Move ahead one dot.

New England (heads): Strong winds. Move ahead one dot.

New England (tails): One of the men on your ship is very ill. Name two continents in the New World and he survives, otherwise cross a man's name off your LIST OF COLONISTS. Your ship is making steady progress. Move ahead two dots.

Mayflower Fate 5

Pilgrims: Rough seas but steady progress. Move ahead two dots.

New England (heads): Your ship is battered by storms. Strong workers are needed to make repairs. If two members of your group can each do 10 push ups move ahead one dot. If not, lose one dot.

New England (tails): Excellent progress. Move ahead two dots.

Mayflower Fate 6

Pilgrims: Steady progress. Move ahead one dot.

New England (heads): Tricky winds prevent you from steering a straight course. Move back one dot.

New England (tails): Good weather. You're able to walk and stretch on the main decks. Allow students to walk about the room for 30 seconds then return to the ship.

Mayflower Fate 7

Because of the strong winds and favorable weather, the *Mayflower* (and any other ship that has not landed) finally arrives in the New World.

WRITING GUIDE: Crossing the Great Ocean

Topic

Describe your team's experiences crossing the Great Ocean. Describe the storms, the crowded conditions, and the problems you had along the way.

Pre-writing activity

Together with your teammates make a list of all of the good and bad things that fate gave your team. Then discuss the ways you can describe how you crossed the ocean without using words like dots, points, fate, or T/F Statements.

Good Fate:

Bad Fate:

Writing frame

Crossing the great ocean was an adventure. At first the weather was ____________________ then it changed and the seas became __________________. At one point we feared for our lives when the ship ____________________________. Life on the ship was __________________ because ____________________________________. Finally we reached land. The voyage took us _______________________. We ___________________ when we got off the ship.

Proofreading

1. Did I carefully follow the directions of the assignment?
2. Do all sentences make sense?
3. Do all sentences begin with a capital letter?
4. Do all sentences end with a punctuation mark?
5. Are all words spelled correctly?
6. Is my writing neat?
7. Did my teammates proofread my paper?

THE COMPACT - 1

Overview Teams study the MAYFLOWER COMPACT and then write one of their own. They complete their first SURVIVAL ACTIVITY in which they set up sentries to protect the colony. The Pilgrim Logs are evaluated and the resulting fate is read aloud.

Materials

1. MAYFLOWER COMPACT (two sheets per team)
2. MAYFLOWER COMPACT DOCUMENT 1 or MAYFLOWER COMPACT DOCUMENT 2 (one copy of either per team)
3. SURVIVAL ACTIVITY 1: Protecting the Colony (1-4 copies per team)
4. Six 1"x3" strips of red paper for each team
5. WRITING LOG: Arrival in the New World (one per student or one per team)
6. Pilgrim Logs (one per student)

Lesson

1. Send the teams back to their ships that were outlined on the floor.
2. Read the following aloud:

Read aloud ...

The Journey

On November 9, 1620, the Pilgrims sighted land. Two days later they entered Cape Cod Bay. They were 300 miles off course. Instead of being at the mouth of the Hudson River, they were in New England. Some members claimed they could do as they pleased once they were ashore because no one had the power to command them in this part of the world. Arguments broke out. At this point the Pilgrims decided to create a government. The heads of each family signed an "Association of Agreement" that was later called the "Mayflower Compact." It was the first agreement for self-government put into use in America. In this document they agreed to stay together and to follow the laws that were made. They elected John Carver as their governor.

Before your group goes ashore, your team must write its own "Mayflower Compact" that will be used for the remainder of the simulation. A copy of this agreement will be posted for everyone to read. This document will be used to settle any conflicts that arise within your team.

THE COMPACT - 2

3. Give each team a copy of MAYFLOWER COMPACT. Read and discuss it together. Then have the teams work out solutions to the questions. If you are doing this simulation with a second or third grade class you may choose to discuss the questions as a class rather than in teams. Next give each team either MAYFLOWER COMPACT DOCUMENT 1 (This has a writing frame for younger students) or MAYFLOWER COMPACT DOCUMENT 2 and allow them 20-30 minutes to write their compacts. One desk is permitted to be on a ship. One student may leave the group to get the desk. No one else may leave the ship until the document is complete and each student in the group has signed it. Since this is a difficult assignment, another option is to write a MAYFLOWER COMPACT DOCUMENT with the whole class.

4. After the compact is signed, teams elect a leader. The leader posts the compact on the bulletin board next to the LIST OF PASSENGERS. At this point team members can leave the ships and return to their desks.

5. Read the Colonial Fate for each team beginning with the Pilgrims. The fate is based on the team's month of arrival. Read only the fate that is applicable. For example, if there are no teams in your class that arrived in New England in October, you do not need to read the fate for October arrival. Whenever a colonist dies, a name must be crossed off the LIST OF COLONISTS. Whenever a Pilgrim dies, that Pilgrim's name must be crossed off the list of MAYFLOWER PASSENGERS.

Colonial Fate for Phase 3

Read aloud ...

Pilgrims: The Pilgrims explored the land for a suitable location for their colony. After a month-long search they found an ideal location. It had a safe harbor and could easily be defended. There were several fresh water streams, plenty of timber, and fields where the land had been cleared.

The Pilgrims lived aboard the *Mayflower* while they began to build their colony. They had to ride in a small boat to get to the beach. While getting into this boat Dorothy Bradford (12) fell into the bay and drowned. (Cross her name off of the passenger list.)

All healthy men cut trees and began work on the colony. Since the weather was wet and cold, and most of the men were weak, they decided to build small houses. Their first project was a common house. It would be 20 feet square when finished and would be used to

Read aloud ...

store their supplies so they would not have to go back and forth between the settlement and the *Mayflower*. The bad weather, lack of good food, and strenuous work took its toll on the Pilgrims. There was much sickness often followed by death. Edward Thompson (80), Jasper More (62), Richard Britteridge (18), Solomon Prower (70), James Chilton (24), and John Langemore (54) all died. (Cross these names off the passenger list). On a happier note, Susanna White gave birth to a son on December 6. He was named Peregrine and was the first baby born in the colony. (Add his name to the list on line 104.)

In addition to health problems, the Pilgrims had seen Indians, and they heard wild shrieks at night. The Pilgrims lived in constant fear of an Indian attack.

New England

October arrival: You find a good location for your colony and begin work on the settlement right away. There is a modest supply of food to be found in the wild and the hunting is good. Everyone is healthy, but tired from the long journey. Indians are watching you closely, but do not make contact.

TT

TEACHING TIP

Remember to cross off one name from the List of Colonists for each death. If three teams have a November arrival then each team will cross off three names because of the three deaths.

November arrival: You are wet, cold, and tired. Three members of your group became ill and died. Many are sick. The healthy ones have begun building a common house and several small cottages.

December arrival: You begin work on a common house, but cold and hunger make it difficult to get much done. There is a great deal of sickness and death. Seven members of your group die.

6. Give each team one or two copies of SURVIVAL ACTIVITY 1. Read this sheet aloud and discuss it with your students. Explain to them that you (or someone chosen by you) will try to take a tool. If the sentry yells "attack, attack" while you try to steal the tool, the theft stops and the tool is returned. Otherwise, the tool is gone, and a colonist dies. Do not take more than one tool per team per phase.

7. Give each team six red strips of paper to simulate tools. Each team member should get at least one tool. These tools must always be on top of a desk and be highly visible.

8. Have your students make entries in their Pilgrim Logs. Remind them that you will select two logs from each team to evaluate. If you are using the WRITING GUIDE, you will want to give out copies of it for the Pilgrim Log entry entitled, Arrival in the New World.

9. While your students are making their log entries, go to each team and quickly score two logs. On a piece of paper, record the scores for each team. You may wish to review the directions for scoring these in the Introduction to this simulation.

10. Try to steal the tools. Do this each day. If you get one, cross one name off the LIST OF COLONISTS for each tool stolen.

11. Announce the teams whose Pilgrim Log Score is Miracle. Read aloud their fate. Next, announce the teams that received a Destiny score and read aloud their fate. Then explain that teams whose scores have not been read received a Misfortune score. Read aloud their fate. Be sure to give out the rewards and penalties associated with the fate right after it is read.

12. Here is Phase 3's Pilgrim Log Fate.

Read aloud ...

- ***Miracle:*** Extra tools are found aboard the ship. If a tool is stolen you may replace it with one of these extras instead of losing a colonist. (Give the team two extra strips of red paper.)
- ***Destiny:*** Your sentry falls asleep and one tool is stolen during the night, but fortunately it is found near the village.
- ***Misfortune:*** Your sentry is missing and so is one tool. Lose two colonists: one for the missing sentry, and one for the missing tool.

MAYFLOWER COMPACT

The Pilgrims arrived in a land that did not have kings or laws to protect them. They had to form their own government, elect leaders, and agree to follow the laws these leaders made. Today, this act may appear simple, but then it was a new idea to have ordinary people govern themselves. The Mayflower Compact was an agreement the Pilgrims made in which they agreed to follow the laws made by their elected leaders. Here is a brief summary of the Mayflower Compact.

> **We whose names are undersigned, as loyal subjects of King James, have agreed to plant a colony for the glory of God and for the honor of our king and country. We join together to form a governing body that will provide order and protection. We promise to obey the officers elected and the laws passed.**

Your colony will also need a way of governing itself. Before you can leave your ship, you must write a document similar to the Mayflower Compact. It must clearly state how decisions will be made in your colony and how disputes will be settled. Before you begin, discuss the following questions with your teammates.

- How will decisions be made in the colony?
- Will everyone vote on every decision?
- Who will assign jobs to your teammates?
- Will you have one leader to make decisions?
- Will this leader be elected? If so, for how long?
- How often will you change leaders?
- What will you do if your leader makes a decision no one likes?
- Who will take over when the leader is absent?
- When a problem is facing the colony how will it be solved?
- Who assigns your teammates to work parties or sentry duty?
- Who will help those having trouble with Pilgrim Logs?
- What will you do about teammates who are not doing their best work on the Pilgrim Logs?

When you have decided how your colony will be governed, write a Mayflower Compact and have each team member sign it. This document will be posted next to your LIST OF COLONISTS. Whenever a problem arises within your colony, this document will be used to settle the conflict.

COMPACT DOCUMENT 1

______________ COMPACT

(Name of your ship)

We whose names are signed below have agreed to form a colony so we may give glory to God and honor to our king and country. Since there is no government in this land we have formed our own. All decisions will be made by our leaders. These leaders will be elected by ____

____.

(Tell how your leaders will be elected.)

Our leaders will have the power to ________________________________

____

____.

(List all powers you give to your leaders.)

If problems arise with our leaders, we will ___________________________

____

____.

(Tell how problems with leaders will be solved.)

We agree to obey all laws made by our leaders and to perform all duties assigned by them.

____

____

____

____

____

(All team members sign above.)

COMPACT DOCUMENT 2

____________ COMPACT

(Name of your ship)

We whose names are signed below have agreed to form a colony so we may give glory to God and honor to our king and country. Since there is no government in this land we have formed our own.

SURVIVAL ACTIVITY 1: Protecting the Colony

Captain Standish and Father are working together. They are looking everywhere for Indians.

Before the Pilgrims left England, they were joined by Captain Miles Standish. He was hired by the London merchants to defend the colony. Captain Standish made sure the Pilgrims had enough weapons and ammunition to protect themselves from an Indian attack. Every man had a musket and sword. Some even had breastplates and helmets.

Captain Standish and the other Pilgrims were not sure if the Indians around Plymouth Colony were friendly or hostile. When the Pilgrims first arrived in the New World, they saw Indians, but the Indians stayed away from them. Then early one morning a group of explorers was attacked. They fired their muskets and frightened the Indians away. Plymouth was a three-day march from the site of this attack, but Captain Standish could take no chances. He positioned several cannons from the *Mayflower* on top of a hill that gave a good view of the surrounding area. At night sentries were posted to guard the Pilgrim's tools and to watch for an attack. During the day the Pilgrims worked with their muskets at their sides. Captain Standish, accompanied by a group of men, would search the surrounding area for signs of Indians. The protection of the colony was one of the Pilgrim's primary concerns when they first settled in the New World.

How to protect your colony

Directions: Your team will receive six strips of red paper. These papers represent the tools the Pilgrims used for farming and building. These "tools" must be guarded throughout the simulation and must remain in plain sight on top of your desks. The team leader assigns each member of your colony a time to stand watch over these "tools." Your teacher, or a person chosen by your teacher, role playing the part of an Indian, will try to sneak into your colony and steal one tool at a time. To prevent the theft, the sentry must yell, "Attack! Attack!" Tools are very important to your survival; therefore, for each tool stolen, your team loses one colonist.

WRITING GUIDE: Arrival in the New World

Topic

Explain the government you set up and name the leaders you elected. Tell about the sentries and why they are on duty.

Pre-writing activity

Complete this chart.

Location	Leader	Makes laws	Changes laws	Provides protection
England	King	King/parliament	King/parliament	Soldiers/police
Your colony	________	________	________	________

Writing frame

Our colony in the New World did not have a government. So we stayed on board our ship and made a plan for governing our colony. We elected ____________________ as our colony leader(s). He (she/they) will be responsible for ____________________ ____________________.

We all agreed to ____________________. After we signed the agreement we went ashore and set up sentries because ____________________ ____________________ and because (if you have more to say) ____________________.

Proofreading

1. Did I carefully follow the directions of the assignment?
2. Do all sentences make sense?
3. Do all sentences begin with a capital letter?
4. Do all sentences end with a punctuation mark?
5. Are all words spelled correctly?
6. Is my writing neat?
7. Did my teammates proofread my paper?

THE SETTLEMENT - 1

Overview Each team begins construction of houses for their colony. Houses are made in two ways. First, students must build houses for themselves by cutting out boards from brown construction paper and gluing them to the picture on the last page of their Pilgrim Log. The second way they get houses is by correctly answering T/F Statements. They earn one house for each correct response. The day concludes with an entry in the Pilgrim Log and reading of the Pilgrim Log Fate.

Materials

1. SURVIVAL ACTIVITY 2: Building the Settlement (two copies per team)
2. TREES (30 copies run off on brown construction paper)
3. Glue, crayons, and scissors for each team.
4. Pair of dice
5. WRITING GUIDE: Building the Settlement (one per student or one per team)
6. Pilgrim Logs for each student
7. PILGRIM HOUSES (five sheets—100 in all—on light brown construction paper)
8. T/F Statements

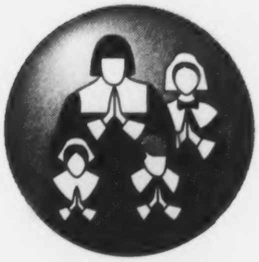
TT

TEACHING TIP

Run off extra copies of trees, houses, and page 5 of the Pilgrim Log.

Lesson

1. Read aloud the Colonial Fate for each team beginning with the Pilgrims. The fate is based on the team's location and the month of arrival. Read only the fate that is applicable. For example, if there are no teams in your class who arrived in New England in October, you do not need to read the fate for October arrival. Whenever a colonist dies, a name must be crossed off the LIST OF COLONISTS. Whenever a Pilgrim dies, that Pilgrim's name must be crossed off the list of MAYFLOWER PASSENGERS.



Read aloud ...

Colonial Fate for Phase 4

Pilgrims: Fire breaks out in one of the fields. Then the common house roof burns and a couple of weeks later, a small house catches on fire. The Pilgrims are terrified. They believe the Indians are responsible.

It is now freezing. The common house is finally finished, and work begins on the other houses; but progress is slow. Only seven people are strong enough to work. There are few hot meals and everyone is exhausted. Disease sweeps through the settlement and claims the lives of these Pilgrims:

January deaths

Robert Carter (21)
Thomas English (38)
Christopher Martin (58)
Marie Martin (59)
Alice Mullins (65)
Joseph Mullins (66)
William Mullins (68)
Degory Priest (69)
Rose Standish (78)

February deaths

Mary Allerton (5)
Susanna Chilton (26)
William Holbeck (46)
Master More (64)
Alice Rigdale (71)
John Rigdale (72)
Thomas Rogers (74)
Ann Tilley (81)
Bridget Tilley (82)
Edward Tilley (83)
John Tilley (84)
Thomas Tinker (86)
Mrs. Tinker (87)
Master Tinker (88)
William White (96)
Roger Wilder (97)
Oceanus Hopkins (103)

New England Fates

October arrival: Your settlement is starting to look like a village. Half of your colonists are off the ship and living in small cottages. The berries and fresh food you collected have improved everyone's health. Unfortunately, two members of your group got lost and froze to death while hunting. Cross two names off your LIST OF COLONISTS.

November arrival: Very cold weather. You are able to finish the common house, and most of your group is sick. Roll the dice. The number showing tells how many of your colonists die. (Have the colony leader cross off the names, at random, of those who die.)

December arrival: It is unbearably cold. The common house is not finished, and everyone is still living on the ship. Only a dozen people are strong enough to work. The rest are very sick. During this time, 23 members of your group die. (Have the colony leader cross off the names of those who die.)

2. Explain to your students that the boxes along the road on the Pilgrim's NEW ENGLAND SETTLEMENT MAP are the locations for the houses and the grid beside the word "Colony" is the field to be used for raising crops.

3. Tell your students that today they begin work on their colony. Give each team two copies of SURVIVAL ACTIVITY 2. Read it aloud together. Then read or tell the following:

Read aloud ...

Building Pilgrim Houses

Look at the house on the last page of your Pilgrim Log. You must finish building this house by doing four things. First, your team must send one colonist into the forest to cut trees. This is a tree (hold up tree pattern). They are located at _______. (Tell where you will put these. For example, at the back of the room or on a desk.) The colonist will cut out each tree, remove the branches and take the tree back to the colony. Second, the other colonists will cut the tree into boards by cutting up the side of the tree and across the dotted lines. Each tree will yield six boards. Third, the boards are glued into place on the Pilgrim House. Each house requires eight and a half boards. Fourth, after the boards are glued into place, the roof and window are colored yellow. The door and chimney are colored brown. (Note: Demonstrate this to your students. Start by cutting out the tree, then cut out the boards, glue the boards in place and color the rest of the house.) It is suggested that you build one house at a time. One or two completed houses is better than four or five that are unfinished.

When you have finished, raise your hand. I will check the workmanship of your house. If it is of good quality I will initial it and give your team a Pilgrim House to glue

TT

TEACHING TIP

Option: *You may leave out these materials so students who have extra time during the simulation may continue to build houses.*

onto the NEW ENGLAND SETTLEMENT MAP. After you finish, you will need to build a house for the colonist who is in the forest cutting trees. This person may return when enough trees are cut.

Since your teams arrived in the New World at different times of the year, you will not all have the same amount of time to build your houses.

- October arrivals have 20 minutes.
- November arrivals have 15 minutes.
- December arrivals have 10 minutes.

4. Answer any questions your students may have about this assignment and then have them begin. After 10 minutes stop teams with December arrival dates. In five more minutes stop November arrival teams, and in another five minutes stop the teams who arrived in October. When a team stops, team members must clean up their area and work quietly on another school assignment.

TEACHING TIP

Remind teams to guard their tools (red papers). Continue to try to take "tools."

5. Tell your students that there is an additional way to acquire houses, and that is by correctly answering T/F Statements. Teams receive one completed house for each T/F Statement that is answered correctly.

6. Read aloud a T/F Statement. Allow teams about 30 seconds to discuss their answer. Then, have them hold up a T card if they believe the statement is true or an F card if it is false. All teams must answer at the same time by holding up their cards simultaneously.

7. Give each team with a correct response a Pilgrim House. Continue until one team has earned 15 houses by correctly answering the T/F Statements or until you have read 20 T/F Statements.

TEACHING TIP

Only the top half is attached so the houses can easily be removed if fate decrees a fire or other disaster.

8. Have each team leader assign a student to glue the top half of each Pilgrim House to the team's NEW ENGLAND SETTLEMENT MAP.

9. If you are using the WRITING GUIDE, you will want to give out copies of the WRITING GUIDE: Building the Settlement. Have students complete the assignments.

10. Have your students make entries in their Pilgrim Logs in the section "Building the Settlement." Remind them that you will select two logs from each team to evaluate.

11. While your students are making their log entries, go to each team and quickly score two logs. On a piece of paper record the scores for each team.

12. Announce the teams whose Pilgrim Log score is Miracle. Read aloud their fate. Next, announce the teams who received a Destiny score and read aloud their fate. Then read the fate of teams who received a Misfortune score. Be sure to give out the rewards and penalties associated with this fate right after the fate is read.

13. Here is Phase 4's Pilgrim Log Fate.
    - **Miracle**: Good weather and hard work enable you to finish more houses than expected. Add two houses to your colony.
    - **Destiny**: Several colonists worked extra long hours to finish a house. Add one house to your colony.
    - **Misfortune**: One of your houses catches fire and burns down. Remove one house from your colony.

SURVIVAL ACTIVITY 2: Building the Settlement

> Today my family is beginning to build a new home. May God grant His blessing on this endeavor.

Once the Pilgrims chose a site for their colony, they began work on the settlement immediately. First, they laid out two roads. One road went from the beach to the top of a hill that was later named Fort Hill. Another road went through the first forming a cross. They divided the land along these roads into lots. Each lot was eight feet wide and 49 and 1/2 feet long. Each family member received one lot so a family with six people would receive six lots. In all, 19 houses, a military fort, and one common house were planned.

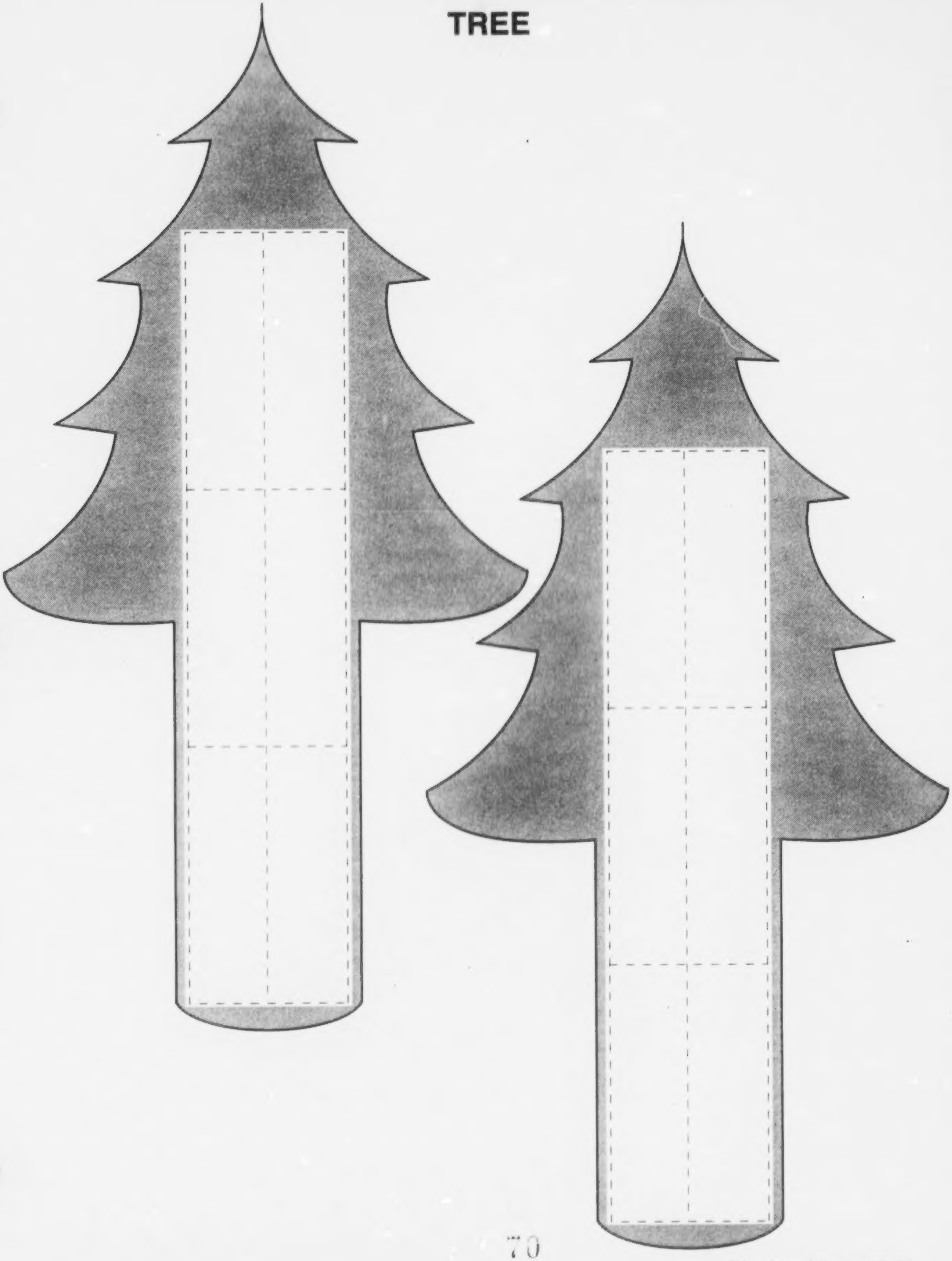
The first building constructed was a common house that measured 20 feet square. It was used to store supplies and tools that had been kept on the *Mayflower.* Work also began on a military fort.

Each family was responsible for building its own home. Trees were plentiful. There were pines, oaks, and cedar. They had to be cut and hauled to the building site where the logs were cut into boards. It was exhausting, time-consuming work. Since the Pilgrims were already tired, they kept the homes very small. There was one room with a large fireplace and a loft where the children slept. The house was made of sawed and squared timber, not logs. The Pilgrims did not know about log cabins. The fireplace was made of wood and clay. The roof was made of thatch. During the first winter few homes were completed. The Pilgrims lived on the *Mayflower,* in the common house, and in dugouts while their homes were being built.

How to build your homes

Directions: Listen to your teacher's explanation on how to build a Pilgrim House. *You may work alone or as a team.* When each member of your team has completed a Pilgrim House, you may build additional houses for your colony. The amount of time you have to work on your houses depends on when you arrived in the New World. October arrivals get 20 minutes, November arrivals get 15 minutes, and December arrivals get 10 minutes.

TREE



WRITING GUIDE: Building the Settlement

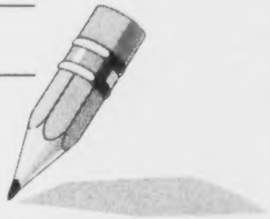
Topic

Describe how your houses were built and how many were completed.

Pre-writing activity

List the steps you used to build a house.

1. ____
2. ____
3. ____
4. ____
5. ____



Writing frame

Today we began building our houses. First, we sent workers into the woods to ______________________. They ______________________________. Then we made ________________________ from the trees. We used these ______________________________ to form the walls of our ______________. Our houses had ____________________________ roofs, and each house had a ______________________ so we could cook our meals and stay warm. We were able to build ___________ houses.

Proofreading

1. Did I carefully follow the directions of the assignment?
2. Do all sentences make sense?
3. Do all sentences begin with a capital letter?
4. Do all sentences end with a punctuation mark?
5. Are all words spelled correctly?
6. Is my writing neat?
7. Did my teammates proofread my paper?

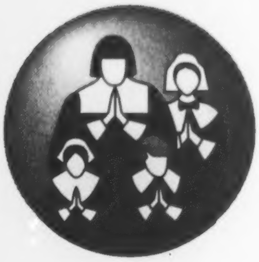
THE STRUGGLE - 1

Overview Students learn about the foods the Pilgrims ate and their reluctance to try new foods. Teams write the names of strange or unusual foods they would be willing to eat if they faced starvation. For every three food items listed that are not on another teams list, they will receive an acre of food.

Materials

1. SURVIVAL ACTIVITY 3: Finding Food (two copies per team)
2. One sheet of paper per team
3. Pilgrim Logs for each student
4. WRITING GUIDE: Finding Food (one copy per student or one copy per team)
5. FOOD CARDS

Lesson



1. Read the Colonial Fate for each team beginning with the Pilgrims. The fate is based on the team's location and the month of arrival. Read only the fate that is applicable. For example, if there are no teams in your class who arrived in New England in October, you do not need to read the fate for October arrival. Remember, whenever a colonist dies cross off a name on the LIST OF COLONISTS. Whenever a Pilgrim dies, cross that person's name off the list of MAYFLOWER PASSENGERS.

Read aloud ...

Colonial Fate for Phase 5

Pilgrims: Sickness and death continue.

March deaths

Richard Clarke (27)
John Crackston (31)
Sarah Eaton (35)
Moses Fletcher (39)
Ann Fuller (40)
Edward Fuller (41)
John Goodman (45)
John Hooke (47)
Edmund Margeson (57)
Ellen More (61)
Elias Story (79)
John Turner (90)
Master Turner (91)
Master Turner (92)

Thomas Williams (98)
Elizabeth Winslow (100)

April deaths
John Carver (22)

Read aloud ...

New England

- **October arrival:** It is too cold to work and finding food is getting difficult. More than half of your colonists have come down with a strange illness. Roll a pair of dice. The number that comes up shows how many colonists die from this disease.
- **November arrival:** It is still bitterly cold and food is nearly impossible to find. Most of the colonists are hungry and sick. Roll a pair of dice. The number that comes up shows how many colonists die from disease.
- **December arrival:** Twelve colonists die. The strange illness continues. Roll a pair of dice. The number that comes up shows how many more colonists die from disease. (In all there will be 12 deaths plus the number that comes up on the dice.)

TT
TEACHING TIP

Emphasize that foods listed must be available in a local supermarket.

2. Give each team two copies of SURVIVAL ACTIVITY 3. Read this page aloud and discuss the directions. Then give each team a sheet of paper and enough time to list 21 foods. Remind them to work quietly.

3. When each team has finished listing the 21 foods, it is time to identify the foods that were selected by only one team. To do this have one team read aloud its list of 21 foods. As each food is read, the members of the other teams check their lists. If any of the other teams have a food that is read aloud, they must say "We have it," and all teams must cross this food item from their lists. When one team finishes reading its list aloud, another team begins. They do not read foods that have already been crossed off their list. So, each team reads its list of foods aloud. Foods that are on more than one team's list are crossed off so what remains on each team's list are foods that no other team has written down.

TT
TEACHING TIP

Have students partially attach FOOD CARDS to make removal easier if lost due to "fate."

4. Have each team read off the foods left on their list. Give each team one FOOD CARD for every three foods on their list that are not crossed off. One team member glues the food card on one of the acre squares on the NEW ENGLAND SETTLEMENT MAP.

5. If you are using the WRITING GUIDE, you will want to give out copies of the WRITING GUIDE: Finding Food and have students complete the assignment.

6. Have students make entries in their Pilgrim Logs. While your students are making their log entries, go to each team and quickly score two logs. On a piece of paper record the scores for each team.

TT

TEACHING TIP

Read aloud log entries that score "very good" and review your scoring rubric.

7. Announce the teams whose Pilgrim Log Score is Miracle. Read aloud their fate. Next, announce the teams who received a Destiny score and read aloud their fate. Then read the fate of teams who received a Misfortune score. Be sure to give out the rewards and penalties associated with this fate right after the fate is read.

8. Here is Phase 5's Pilgrim Log Fate.
   - **Miracle:** A hunting party returns with enough game to feed everyone for several days. The extra food strengthens everyone and an additional house is completed. Add an extra house to your NEW ENGLAND SETTLEMENT MAP.
   - **Destiny:** A hunting party returns. They found no game and were lost for most of the day.
   - **Misfortune:** Two members of your colony go in search of food. They get lost for two days and one is so severely injured that he dies the next day. Lose one colonist.

SURVIVAL ACTIVITY 3: Finding Food

Thank God for all the help we are receiving from the Indians. They are showing us food we can eat.

The Pilgrims left England with enough food to cross the Atlantic, but not enough to last them through the winter. While crossing the ocean on the *Mayflower,* they ate pickled beef, pork, cheese, and a biscuit called hardtack. They hoped to reach the New World in time to plant crops for a fall harvest, but they arrived too late.

By winter there was little food left. The Pilgrims suffered from hunger and malnutrition.

In the spring Indians showed them the plentiful amount of food available in New England. In addition to seafood, there were duck, turkey, deer, partridge, and many kinds of berries. But the Pilgrims avoided these foods.

They were so used to English foods like salted fish, beef, pork, mutton, and bread that they did not want other foods. Only in the face of starvation would they try the game, berries, and shellfish that were abundant in the New World. Many of the Pilgrims preferred to go hungry rather than eat some of the foods that surrounded them. Had they been willing to experiment with these new foods, there would have been less starvation in Plymouth Colony.

Discovering new food sources

Directions: Your survival depends on your willingness to try new foods. Your team is to make a list of 21 unusual foods found in a supermarket that members of your group are willing to eat. Do not list foods by brand names, or how they are prepared such as French fries or hash browns for potatoes. Do not list spices or seasonings as food. Write only foods that you believe will not be listed by other teams. For every three foods listed by your team that are not listed by another team you receive an acre of food.

WRITING GUIDE: Finding Food

Topic

Describe the food you ate on your ship and the foods that were available to you in the New World. Then record the number of deaths you have had in your colony since you landed and tell about one in particular.

Pre-writing activity

Complete the following:

Foods the Pilgrims ate: ______________________________

____

Foods the Indians showed the Pilgrims: ______________________________

____

Number of deaths: ____________

Saddest death: ______________________________

How/why this person died: ______________________________

Writing frame

During our voyage across the Atlantic we ate ______________________________ ______________________________. In the New World the Indians showed us other foods we could eat such as ______________________________. We did not like these foods because ______________________________. The lack of food caused ______________________________. So far ____________ of our colonists died. The saddest death was when ____________ died because ______________________________.

Proofreading

1. Did I carefully follow directions?
2. Do all sentences make sense?
3. Do all sentences begin with a capital letter?
4. Do all sentences end with a punctuation mark?
5. Are all words spelled correctly?
6. Is my writing neat?
7. Did my teammates proofread my paper?

THE INDIANS - 1

Overview Students learn about the Indians who lived in the area surrounding Plymouth Colony and the peace treaty they had with the Pilgrims. Then the teams pantomime one of the four main points covered in this treaty. If they do a good pantomime, they earn a peace treaty with the Indians in their area.

Materials

1. SURVIVAL ACTIVITY 4: Peace with the Indians (one per team)
2. PEACE TREATY (one per team)
3. Pilgrim Logs (one per student)
4. WRITING GUIDE: Indians (one per student or one per team)

Lesson

1. Read the Colonial Fate for each team beginning with the Pilgrims. Read only the fate that is applicable. For example, if there are no teams in your class who arrived in New England in October, you do not need to read the fate for October arrival. Remember, whenever a colonist dies cross a name off the LIST OF COLONISTS. Whenever a Pilgrim dies, cross that person's name off the list of MAYFLOWER PASSENGERS.

Read aloud ...

Colonial Fate for Phase 6

Pilgrims: The long winter ended with an early spring. Pilgrims began planting on March 7. One day an Indian walked boldly into the colony and said, "Welcome" in English. This was Samoset. Later he brought a friend named Squanto who spoke even better English. (They had learned English from fishermen and explorers working off the New England coast.) With the help of Squanto and Samoset, the Pilgrims learned how to plant corn and to catch fish. A peace treaty with the Indians was signed. All families moved off of the Mayflower and it sailed back to England. Unfortunately, Catherine Carver (23) died.

New England

- **October arrival:** The illnesses linger on and six more members of your colony die. There is an early spring. You finish building the houses and get the ground ready for planting.
- **November arrival:** There are three more deaths but warm weather returns. Your colonists are feeling better. They find food in the wilderness and begin

planting their crops. Work on the houses continues.

- **December arrival:** Sickness continues. Two more colonists die. Work on the colony is progressing slowly. You begin spring planting and keep working on the houses.

2. Give each team a copy of SURVIVAL ACTIVITY 4 and read the section titled "Peace with the Indians" aloud to your students.

3. Explain to your students that making a peace treaty was not easy. Ask them to imagine they had to reach an agreement with people who did not speak their language. Point out the difficulties they would encounter in dealing with ideas like peace, war, punishment, guilt, and innocence with people who did not speak their language. The Pilgrims were fortunate to have met Squanto and Samoset, both of whom could speak English. They were also lucky because Chief Massasoit wanted a peace treaty. His nation, or Indian Federation, was frequently attacked by other Indian groups. An alliance with the Pilgrims would help him in wars with other Indian groups. It is unlikely that you will be as lucky as the Pilgrims.

4. Read and discuss the directions to "Make a Peace Treaty" at the bottom of SURVIVAL ACTIVITY 4 and answer any questions your students may have. Give them 15 minutes to prepare their pantomimes. You may assign them one of the four main points or allow them to choose one of their own.

5. Have the teams present their pantomimes. After each pantomime take a survey of the other teams to see if they recognized the point of the treaty that was being presented. When a team successfully communicates one of the main points—that is, a majority of the teams have identified the point they were trying to convey—it receives a peace treaty.

6. Have teams add the name of their colony and the name of an imaginary Indian federation (or tribe) to the Peace Treaty. Then attach a Peace Treaty to the NEW ENGLAND SETTLEMENT MAP of each team who secures a treaty. Once peace is secured, teams no longer have to post sentries or worry about tools being stolen.

7. If you are using the WRITING GUIDE, you will want to give out copies of the WRITING GUIDE: Indians. Have students complete the assignment.

TEACHING TIP

The pantomimes are more interesting if you assign each team a different point to present. As an incentive for the other teams to make a good effort in identifying the pantomimes, you may allow them to add a name to their list of colonists for every pantomime they identify correctly. These extra names will represent babies born in their colony.

8. Have students make entries in their Pilgrim Logs. While your students are making their log entries, go to each team and quickly score two logs. On a piece of paper record the scores for each team.

9. Announce the teams whose Pilgrim Log Fate is Miracle. Read aloud their fate. Next, announce the teams who received a Destiny score and read aloud their fate. Then read the fate of teams who received a Misfortune score. Be sure to give out the rewards and penalties associated with this fate right after the fate is read.

Read aloud ...

10. Here is Phase 6's Pilgrim Log Fate.
    - **Miracle:** The local Indians warn you about another tribe's plan to attack your settlement. You decide to strike first. You surprise the attacking tribe with an early morning raid and chase them out of the area. Several of your colonists are wounded, but there are no deaths.
    - **Destiny:** Your settlement is attacked by Indians from another area. During the fight several colonists are wounded, but the attacking Indians flee the area.
    - **Misfortune:** You are not prepared for a surprise Indian attack. By the time you get organized and drive away the attacking tribe three of your colonists are killed.

SURVIVAL ACTIVITY 4: Peace with the Indians - 1

The Pilgrims landed on the shores of a territory that belonged to the Wampanoag Indians. The Wampanoag Federation was made up of 30 to 40 small tribes. Each tribe had its own ruler, but decisions involving the entire federation were made by Chief Massasoit.

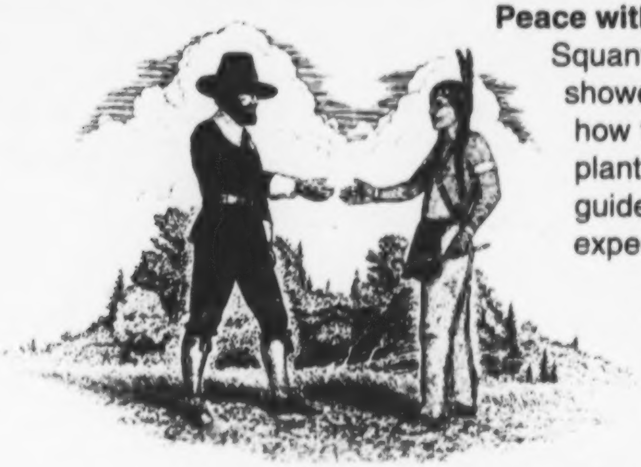
The Wampanoag fished, hunted, and planted crops. They lived in round roofed houses called wigwams and wore simple clothes made from animal skins. Both the men and women braided their hair, and the men wore a single feather on the back of their head.

The Pilgrims did not know what these Indians would be like. They had heard stories of Indians attacking colonists and they lived in fear of such an attack. During the first winter they buried their dead at night so the Indians would not know how weak they had become. Then one day early in the spring a tall Indian walked boldly into camp and said "Welcome" in English. This Indian's name was Samoset.

He had learned to speak English from the English fishermen who were working off the coast of Maine. Samoset told the Pilgrims their settlement was once the site of the Patuxet tribe's village. Four years earlier a great disease swept through and killed everyone. Samoset told the Pilgrims about the Indians in the area and how white men angered them. He told them about a Captain Hunt who befriended the Indians, but then captured them and sold them as slaves. Samoset told them about the great chief Massasoit and about another Indian who spoke English even better than he did.

This Indian was Squanto. Fifteen years before the Pilgrims arrived, Squanto met Captain George Weymouth who was exploring the New England coast. He convinced Squanto to go to England with him. Squanto lived in England for nearly nine years. He returned in 1614, but was immediately captured by Captain Hunt and was sent to Spain as a slave. Somehow, Squanto got away and escaped to London. He was able to return home in 1619 only to find his Patuxet village deserted. Everyone had died from a plague that swept through the village two years earlier. All of Squanto's family and friends were dead. Squanto had no home of his own so he built a small hut for himself in the Pilgrim village and lived with them for the rest of his life.

SURVIVAL ACTIVITY 4: Peace with the Indians - 2



Peace with the Indians—continued

Squanto was a blessing for the Pilgrims. He showed them the location of the best fish and how to catch them. He taught them how to plant corn and use fish as fertilizer. Squanto guided the Pilgrims on their early trading expeditions and served as an interpreter.

One day late in March, Squanto brought the chief of the Wampanoags, Massasoit, to meet the Pilgrims. Governor Carver and Massasoit smoked a pipe of peace and made a treaty. It was a treaty that established good relations between the Indians and Pilgrims. It lasted for more than 50 years.

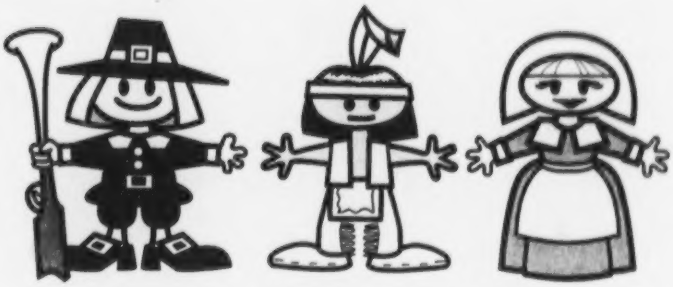
The peace treaty had four main points.

1. The Wampanoag tribe would not injure the Pilgrims. If an Indian hurt a Pilgrim, the guilty person would be turned over to the Pilgrims for punishment.
2. Any Pilgrim hurting an Indian would be punished.
3. Each group would help the other if attacked.
4. No weapons are to be carried while visiting or meeting.

Make a peace treaty.

Directions: Your team will have 15 minutes to prepare and practice a pantomime of one point from the treaty. Your team leader will give your teacher a note that says which point of the peace treaty you are pantomiming. Then you will present the pantomime in front of the class. When you have finished, your teacher will ask other teams to identify which point was being pantomimed. If the majority of the teams can identify the treaty point you are presenting, you receive an Indian peace treaty. If you fail, your colony will not be safe from an Indian attack.

We are so proud of our Father. Mother says he is meeting with the Indians to help with a treaty.



Peace Treaty

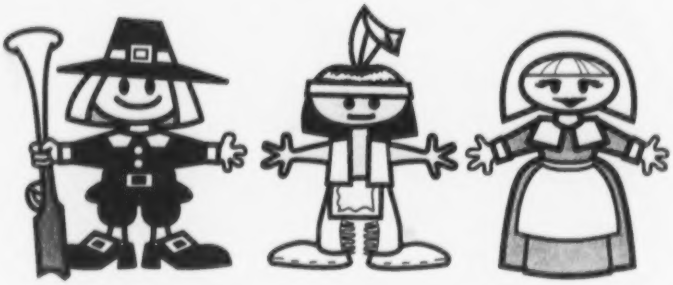
We, the members of the ____________________ Colony have entered into an agreement for peace with the _________________________ Indian Federation.

Signed this _____ day of _________, 16 ____ :

_________________________ _________________________

_________________________ _________________________

_________________________ _________________________



Peace Treaty

We, the members of the ____________________ Colony have entered into an agreement for peace with the _________________________ Indian Federation.

Signed this _____ day of _________, 16 ____ :

_________________________ _________________________

_________________________ _________________________

_________________________ _________________________

WRITING GUIDE: Indians

Topic

Write about the Indians in your area. Tell what they are like. Are they friendly? Were you able to make peace with them?

Pre-writing activity

Discuss with your teammates the questions listed below then write two different answers for each question.

1. How will you show you are friendly?
   - ______________________________
   - ______________________________
2. What gifts will you give them?
   - ______________________________
   - ______________________________
3. How will you talk with each other?
   - ______________________________
   - ______________________________

Writing frame

We decided we must make friends with the local Indians. We planned to do this by ______________________________. The Indians liked our gifts and gave us ______________________________. Not one of us could speak their language so we talked to them by ______________________________. We stayed with them for two days and we were able to ______________________________.

Proofreading

1. Did I carefully follow the assignment directions?
2. Do all sentences make sense?
3. Do all sentences begin with a capital letter?
4. Do all sentences end with a punctuation mark?
5. Are all words spelled correctly?
6. Is my writing neat?
7. Did my teammates proofread my paper?

THE PLANTING - 1

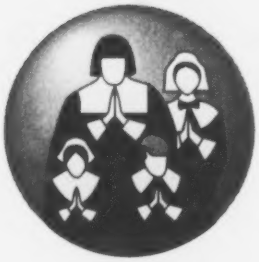
Overview The harvesting of crops is simulated by having teams complete Good Harvest Statements and by correctly answering T/F Statements.

Materials

1. SURVIVAL ACTIVITY 5: Spring Planting (two copies per team)
2. T/F Statements
3. WRITING GUIDE: Spring Planting (one per student or one per team)
4. FOOD CARDS (one set per team—run off on yellow construction paper)

Lessons

1. Read the Colonial Fate for each team beginning with the Pilgrims.



Read aloud ...

Colonial Fate for Phase 7

Pilgrims: The Pilgrims worked hard in the fields tending to their crops of corn, wheat, beans, barley, and peas. There were no deaths.

New England

- **October-December arrivals:** Spring arrives early. The colonists are now healthy and busy planting crops and working on their family vegetable gardens. You receive an acre of food (1 FOOD CARD) for every four colonists who have survived.

2. Have team leaders count the number of colonists who are surviving and divide this number by four to determine the number of FOOD CARDS to give each team.

3. Give each team two copies of SURVIVAL ACTIVITY 5: Spring Planting. Read aloud page 7:3.

4. Have each team complete the Good Harvest Statements assignment on page 7:4. Have the teams exchange papers and correct these together. The following statements are false: 4, 10, 11, 12, and 13. Have the papers returned and for each false statement that is correctly underlined, award one acre of food. For each true statement that is underlined, remove one acre of food.

TT

TEACHING TIP

Have books on farming and encyclopedias available for your students.

THE PLANTING - 2

TT

TEACHING TIP

An acre of food is one of the small yellow squares cut from the FOOD CARDS.

5. Tell your students that there is an additional way to harvest crops. That is by correctly answering T/F Statements. Teams receive one acre of food for each T/F Statement that is answered correctly.

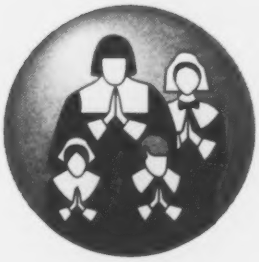
6. Read aloud a T/F Statement. Allow teams 30 seconds to discuss their answers; then, have them hold up a T card if they believe the statement is true, or an F card if it is false. All teams must answer at the same time by holding up their cards simultaneously.

7. Give each team with a correct response an acre of food. Continue until one team has received 20 acres (from the T/F Statements) or until you have read 25 T/F Statements.

8. Have students make entries in their PILGRIM LOGS. If you are using the WRITING GUIDE, you will want to give out copies of the WRITING GUIDE: Spring Planting before students make their entries.

9. While your students are making their log entries, go to each team and quickly score two logs. On a piece of paper, record the scores for each team.

10. Announce the teams whose Pilgrim Log Fate is Miracle. Read aloud their fate. Next, announce the teams who received a Destiny score and read aloud their fate. Then read the fate of teams who received a Misfortune score. Be sure to give out the rewards and penalties associated with this fate right after the fate is read.



Read aloud ...

11. Here is Phase 7's Pilgrim Log Fate.
    - **Miracle:** Your hard labor during the spring and fall gives you a good harvest. Add two acres to your food supply.
    - **Destiny**: Add one acre to your food supply.
    - **Misfortune**: Your fields catch on fire and you lose one acre of food.

SURVIVAL ACTIVITY 5: Spring Planting - 1

The Pilgrims brought seeds with them on the *Mayflower* so they could plant barley, wheat, and peas. They needed to plant their crops early and get a good harvest to survive the next winter. All spring and summer the Pilgrims labored in the fields.

Squanto directed the planting of corn. He showed them how to plant the seeds in mounds three to four feet apart. In each mound he had them plant a few seeds along with three fish that would fertilize the soil. The fish came from traps that Squanto taught the Pilgrims to make. By mid-April the Pilgrims were catching as many as 10,000 swarming fish each day. At the end of spring they had planted 96,000 mounds of corn and had used 40 tons of fish. The cornfields covered 20 acres.

The wheat, barley, and peas they planted did not grow well, but the corn yielded a good harvest. It was put into storage. As the second winter approached, the Pilgrims had a good supply of food for the winter.

How to have a good harvest

My Mother has been teaching Faith and me many things we need to know about fishing and planting.

Directions: The Pilgrims had a limited knowledge of fishing and farming, but with Squanto's help they had a good harvest the first year. Your chances of having a good harvest depend on your knowledge of fishing and farming. Read the 15 statements listed on the next page. Five of them are false. Underline each statement that is false. For each false statement you identify, your team receives an extra acre of food. For each true statement you underlined as being false, you lose an acre of food. Since the Pilgrims had help from Squanto, you may choose one book to use as a resource to help you with this activity.

SURVIVAL ACTIVITY 5: Spring Planting - 2

Good Harvest Statements

1. The typical American family of the 1600s lived on a small farm.
2. Tomatoes were once considered poisonous.
3. The main crop the Pilgrims planted was corn.
4. The people of Europe ate corn before Columbus came to America.
5. The Pilgrims planned to pay off their debts with the fish they caught.
6. Some colonists in the New World traded corn for marriage licenses.
7. In 1850 one farmer raised enough food annually to feed five people.
8. Today one farmer raises enough food annually to feed about 80 people.

> “*Please invite me to take part in your feast. Do not make me be part of your feast!*”

9. Corn was once used as money in parts of the New World.
10. The Pilgrims paid off their debts with the fish they caught.
11. The beans the Pilgrims planted did not grow.
12. The fish planted with the corn kept wild animals away.
13. Squanto said the time to plant corn was “when the leaves of the white oak were as large as a tiger’s paw.”
14. Crops cannot grow without water.
15. Today the tractor is the farmer’s most important piece of equipment.

WRITING GUIDE: Spring Planting - 1

Topic

Describe the long hours you worked in the fields. Tell how many acres you planted and what you planted. Then write about anything good or bad that happened in your colony.

Pre-writing activity

Complete the following.

Hours spent each day in the fields: ________

How many acres did you plant? ________

What crops did you plant ?

____

How did you plant them?

____

Which muscles are sore?

____

Where do you have blisters?

____

List any good things that have happened to your colony:

____

____

List any bad things that have happened to your colony:

____

____

____

____

WRITING GUIDE: Spring Planting - 2

Writing frame

We have been busy with our spring planting. Each day we work __________ hours in the fields. We have been planting ______________________________. Before the seeds are planted the ground is ______________________________. It is hard work. My ____________________________ are sore and my ______________________________ are covered with blisters. So far we have planted ______________ acres and want to plant _________________ more. While we were working in the fields, ___________________
____
____
____
____
____.

Proofreading

1. Did I carefully follow the directions of the assignment?
2. Do all sentences make sense?
3. Do all sentences begin with a capital letter?
4. Do all sentences end with a punctuation mark?
5. Are all words spelled correctly?
6. Is my writing neat?
7. Did my teammates proofread my paper?

> *“Are you all being good Pilgrims? Remember to work hard at all times to honor your parents!”*

THE TRADING - 1

Overview Teams go on trading expeditions with three bags of beads and trinkets that they hope to exchange for beaver pelts. These pelts will be used to pay the debt they owe the merchants who financed their colony.

Materials

1. SURVIVAL ACTIVITY 6: Trading Expeditions (one per team)
2. A pair of dice
3. Pilgrim Logs (one per student)
4. BEADS/TRINKETS BAG (three bags per team)
5. WRITING GUIDE: Trading Expeditions (one per team or one per student)

Lesson

1. Give each team three BEADS/TRINKETS BAGS and one copy of SURVIVAL ACTIVITY 6: Trading Expeditions. Read it aloud.
2. Read aloud or tell the following:

Read aloud ...

TT

TEACHING TIP

If you roll a "1" on the first throw of the dice, keep rolling until no "1" is showing on the dice.

How to Pay Off Your Debt

You will pay off your debts with barrels of beaver furs. Twenty beaver furs are needed to fill a barrel. You get the furs by trading with the Indians. Each team has received three bags of beads and trinkets. You will visit three tribes and use one bag to make your best trade. Here is how you will trade: Each team puts out one bag at the same time. I will roll a pair of dice. Each team earns a beaver fur for each dot that is showing on the dice. I will continue to roll the dice. You keep getting beaver furs for each dot that appears each time the dice are rolled. But there is a problem. If a single dot (a one) appears on either of the dice, before your team decides to stop, your team loses all of the beaver furs it accumulated and the bag of beads and trinkets. This simulates the Indians refusing to trade with you. Since all teams use the same roll of the dice your team may stop whenever you think you have enough furs by giving your bag of beads and trinkets to me. The amount of beaver furs (dots on the dice) that have accumulated will be given to your team. These furs cannot be lost. The teams who continue keep accumulating beaver furs until they decide to stop or until a one comes up. Once

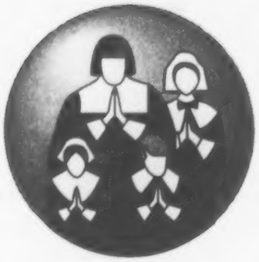
Read aloud ...

your team stops and the furs are recorded you must wait for the other teams to finish. The teams remaining have a chance to collect more furs than your team, but they may end up with nothing if they fail to stop before a one appears. Here is an example of how this works with five teams: the Englanders, the Puritans, the New Englanders, the Separatists, and the Londoners.

These teams visit the first tribe. The dice are rolled and an 11 appears. All of the teams get 11 beaver furs. The dice are rolled again and an 8 comes up. All of the teams now have 19 (11+8) furs. Once again the dice are rolled and 9 is showing. All of the teams now have 28 furs. The Englanders decide to stop. They keep the 28 furs which is recorded on the chalkboard and give me their first bag of beads and trinkets. Now they have finished trading with the first tribe and must wait for the other teams to finish before they go to the next tribe. The dice are rolled again and a 10 comes up. All of the teams, except the Englanders, now have 38 furs (28+10). At this point the Puritans stop and turn in their bag of beads and trinkets. The number of furs is recorded and they must now wait for the other teams to finish. Once again the dice are tossed, but this time a 1 comes up on one of the dice. All of the remaining teams lose the furs they accumulated and a bag of beads and trinkets. After visiting one tribe the Englanders have 28 furs, the Puritans have 38 furs, and the rest have no furs.

	Tribe 1
• Englanders	28
• Puritans	38
• New Englanders	0
• Separatists	0
• Londoners	0

All teams now move on to a second tribe and put out their second bag of beads and trinkets. The dice are rolled again and a 7 appears. All teams stay in as the dice are rolled. This time an 11 comes up. All teams now have 18 furs (7+11). The New Englanders and the Londoners decide to stop. Each of these teams turns in their bag of beads and trinkets and gets to keep 18 furs. The other



Read aloud ...

teams continue, but on the very next roll a 1 appears. The Englanders, Puritans, and Separatists lose the 18 furs they had accumulated and their bag of beads and trinkets. Since a 1 appeared, the trading ends. The teams go to the third tribe. Sometimes all teams will choose to stop before a 1 appears. If this happens record the scores and move to the next tribe. Remember the trading stops when a 1 appears or when all teams have traded in their bag of beads and trinkets for the furs they have accumulated.

	Tribe 1	Tribe 2
• Englanders	28	0
• Puritans	38	0
• New Englanders	0	18
• Separatists	0	0
• Londoners	0	18

The teams now move on to the third tribe and put out their last bag of beads and trinkets. The dice are rolled. A 12 comes up and the Englanders decide to stop. They give up their bag of beads and trinkets and a 12 is recorded. The dice are rolled again and a 10 is showing. The Puritans and Londoners stop and trade in their bags of beads and trinkets for the 22 beaver furs. Only two teams are left as the dice are rolled again. An 8 appears. The Separatists decide to stop. They give up their bag of beads and trinkets for 30 furs. The New Englanders are the only team left. The dice are rolled and a 7 appears giving them 37 furs. They continue. A 9 comes up giving them 46 furs. The dice are rolled again and a 12 is showing giving them 58 furs. On the next roll a 1 comes up. The New Englanders lose all of the furs and a zero is recorded and they give up their last bag of beads and trinkets. This is how the scoring looks:

	Tribe 1	Tribe 2	Tribe 3
• Englanders	28	0	12
• Puritans	38	0	22
• New Englanders	0	18	0
• Separatists	0	0	30
• Londoners	0	18	22

TT

TEACHING TIP

If "1s" come up so frequently that teams cannot get many furs, start all over with three bags of beads and trinkets and go back to the first tribe. It is unlikely that you will need to do this, but it is a possibility.

If the New Englanders had stopped one roll sooner they would have been able to record 58 furs, but since they continued and a 1 appeared, they lost all 58 furs and their bag of beads and trinkets.

TEACHING TIP

Option: *You may round the total number of furst to the nearest 10 so teams like the New Englanders can get a barrel of furs.*

3. You may keep score of each team's total on the chalkboard as shown below. In this example the results of trading with three tribes are given. You will notice that the New Englanders did not earn a barrel of furs. This is because they did not collect 20 furs. You must divide the total number of furs by 20 to determine the number of barrels that have been filled. Have each team put out their first bag of beads and trinkets and begin.

	Furs Collected From			Total Furs	Barrels
Team Name	Tribe 1	Tribe 2	Tribe 3		
• Englanders	28	0	12	40	2
• Puritans	38	0	22	60	3
• New Englanders	0	18	0	18	0
• Separatists	0	0	30	30	1
• Londoners	0	18	22	40	2

Read aloud ...

4. Read aloud or tell the following:

   The teams who filled two barrels full of furs did as well as the Pilgrims. There is no change in their status. If your team did not fill two barrels you may be cut off from any help by the merchants who paid for your trip. Roll the dice. If an even number appears the merchants are kind and will continue to supply you. If an odd number appears you are left alone. Remove one Pilgrim from your list for each number that is showing on the dice. Teams who have more than two barrels earn an extra acre of food for each additional barrel.

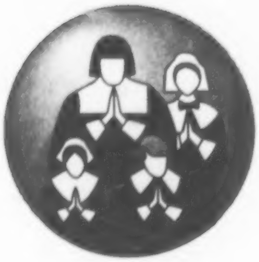
5. If you are using the WRITING GUIDE, you will want to give out copies of the WRITING GUIDE: Trading Expeditions and have students complete the assignment.

6. Have students make an entry in their Pilgrim Logs. While your students are making their log entries, go to each team and quickly score two logs. On a piece of paper, record the scores for each team.

TEACHING TIP

Continue to steal tools from teams that do not have a Peace Treaty.

7. Read the Colonial Fate for each team beginning with the Pilgrims.



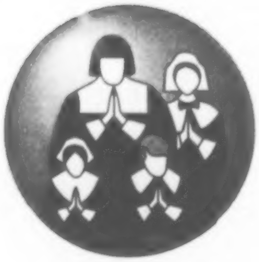
Read aloud ...

Colonial Fate for Phase 8

- **Pilgrims:** The Pilgrims harvested 20 acres of corn, but the wheat and barley did not grow. Eleven houses were finished. Seven were private homes and four were buildings for common use. Squanto led a small group on a trading expedition, and they began a profitable fur trade with the Indians. During this time they explored Massachusetts Bay and named many of the places they saw.
- **All colonies (October-December arrival):** The wheat and barley you planted did not grow, but you have a good harvest of corn. Your luck is changing. Call a coin toss correctly and you may add one of the following to your colony: an acre of food (1 FOOD CARD) or a PILGRIM HOUSE or a new colonist to your LIST OF COLONISTS. (Have each colony leader toss the coin independently.)

8. Announce the teams whose Pilgrim Log Fate is Miracle. Read aloud their fate. Next, announce the teams who received a Destiny score and read aloud their fate. Then read the fate of teams who received a Misfortune score. Be sure to give out the rewards and penalties associated with this fate right after the fate is read.

9. Here is Phase 8's Pilgrim Log Fate.



Read aloud ...

- **Miracle:** While returning from a trading expedition, you see smoke coming from your colony. The cornfields have caught on fire, but you are able to put it out immediately and there is no serious loss to your crop.
- **Destiny:** After a good trading expedition you return to your colony to find the cornfields on fire. Fortunately, you are able to put it out before it does much damage, but one acre is destroyed. Remove one acre of food from your NEW ENGLAND SETTLEMENT MAP.
- **Misfortune:** While returning from a trading expedition, your group encounters a hostile tribe of Indians. There is a brief fight and one of your colonists is killed.

SURVIVAL ACTIVITY 6: Trading Expeditions

> We are going to have to trade more with the Indians. This will be a hard task, but we will succeed.

The last days of Indian summer marked the end of the Pilgrim's first year in the wilderness. They were ready for the long winter. The corn harvest was so abundant that each Pilgrim's food ration was doubled. Eleven houses were finished. There was no more disease. They had made peace with the Indians and could walk about the wilderness as safely as they could in England.

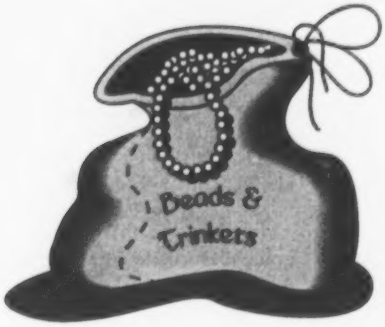
Still, there was one danger that threatened the Pilgrims. The merchants back in England who paid for the trip expected to see the *Mayflower* filled with furs, timber, and fish. Instead all they got for the money they spent was an empty ship. The Pilgrims had agreed to send these merchants everything they produced for seven years except what they needed for survival. Unless the Pilgrims could send something to England, there was a good chance the merchants would refuse to send any more supplies to them. This would be a disaster because the colonists still depended on items, such as tools and clothing, that were made in England.

The Pilgrims were well aware of this. During summer expeditions the Pilgrims traded beads and trinkets for beaver furs and otter skins. Others worked in the forests chopping down oak trees and cutting the lumber into thin boards called staves. By the end of summer, they had accumulated enough wood and furs to pay off half of the money they owed to the people who paid for their trip.

How to Pay Off Your Debt

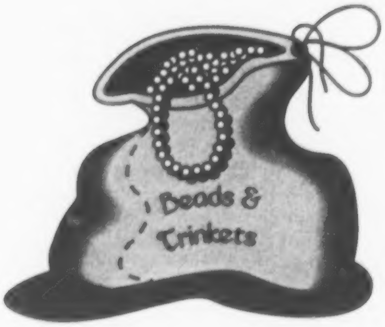
Directions: Listen carefully as your teacher explains how your team will use its three bags of beads and trinkets to trade for beaver furs and otter skins.

BEADS/TRINKETS BAG


Beads &
Trinkets

Beads &
Trinkets

Beads &
Trinkets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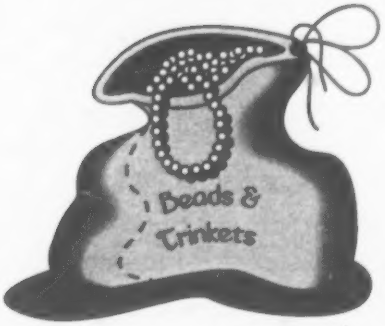
Beads &
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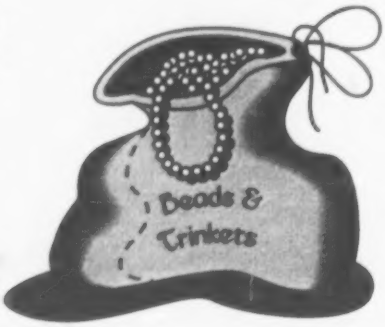
Beads &
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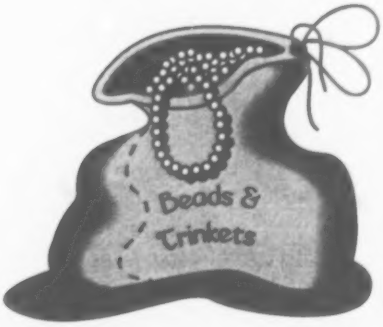
Beads &
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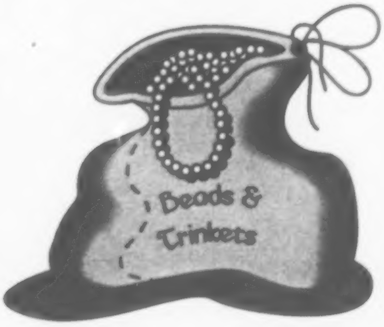
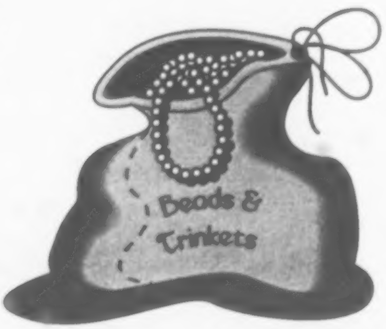
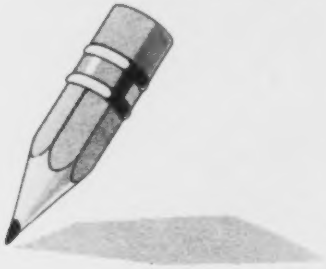

Beads &
Trinkets


Beads &
Trinkets

Topic

Describe your trading expedition. Tell about the tribes you traded with and how much you received.



Pre-writing activity

Complete the following:

How long were you gone?

____

What did the Indians look like?

____

__________________________________.

How were they dressed?

____

__________________________________.

Describe the beads or trinkets they liked the best.

____

__________________________________.

Describe something they wanted to trade that you did not want to trade.

____

__________________________________.

How much did you get for your beads and trinkets? ________________

WRITING GUIDE: Trading Expeditions - 2

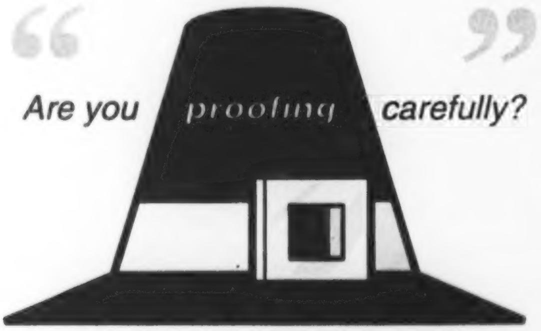
Writing frame

We have just returned from a ____________ day trading expedition. We traded with three different Indian tribes. The Indians looked ________________________________ ____.

They wore ____. They liked the ____ the best. It was ____. At first they wanted to give us ____, but we insisted that we get ____. We returned home to our colony with ________________________________.

Proofreading

1. Did I carefully follow the directions of the assignment?
2. Do all sentences make sense?
3. Do all sentences begin with a capital letter?
4. Do all sentences end with a punctuation mark?
5. Are all words spelled correctly?
6. Is my writing neat?
7. Did my teammates proofread my paper?


"Are you proofing carefully?"

THE EVALUATION - 1

Overview Students learn about the first Thanksgiving then compare their team's progress with the Pilgrim's using the COLONY EVALUATION form. Then they take a PILGRIM TEST, play a game called The Ultimate Pilgrim which is followed by a debriefing period.

Materials

1. COLONY EVALUATION (one per team)
2. PILGRIM TEST (one per student)

Lesson

Read aloud ...

1. Read aloud or tell the following:

The First Thanksgiving

By the end of summer, the Pilgrims were thankful for all that they had. There was a good harvest and they had small snug homes for the winter. Governor Bradford decided to set aside three days for Thanksgiving. Hunters were sent out to kill wild turkeys, geese, and ducks. Every household was busy making preparations for the feast. The governor had Squanto invite Chief Massasoit.

On the first day of the feast, Chief Massasoit arrived with 90 braves, some squaws, and children. Realizing that there would not be enough food, the chief sent out hunters who returned with five deer. The meat was cooked in large open fires.

There was a wide variety of foods at this feast. From the ocean they ate lobster, clams, oysters, and eels. Their gardens provided them with corn, cucumbers, carrots, radishes, cabbages, and turnips. They also had berries, grapes, and plums.

During these three days there were many contests. Pilgrims shot their muskets; Indians shot their arrows. There were races and tests of strength. It was a joyous feast.

TT

TEACHING TIP
Older students may compute the ratio of survivors to acres of food and houses built (e.g., the Pilgrims had 0.4 acre of food per Pilgrim and 0.2 of a house per Pilgrim.

2. It is now time to have each team evaluate its progress after its first year in the New World. Give each team a copy of the COLONY EVALUATION. Point out the accomplishments of the Pilgrims; then have each team complete the chart.

THE EVALUATION - 2

3. Have your students write an evaluation of their team's progress compared to the Pilgrims.

4. As a review activity (if time), play this Ultimate Pilgrim game with your students. To do this, divide your classroom into two sections. The front wall of your classroom represents True Statements and the back wall represents False Statements. Start at the beginning of the T/F Statements. Read the statement aloud. Students who agree that the statement is true move to the front wall of the room. Those who disagree move to the back wall. Allow 15 seconds, then say, "Freeze!" Those students who are still moving must sit down and those students who are on the wrong wall must be seated (e.g., on the back wall when the answer is true or vice versa). The seated students are out of the contest. Read the next T/F Statement and let the students move to the part of the room they believe represents the correct answer. Students on the wrong part of the room must sit down. Keep doing this until one student is left, or until you run out of statements. The student(s) left is (are) the Ultimate Pilgrim.

TEACHING TIP

The Ultimate Pilgrim game goes fast so play it more than once.

If a student is being followed (copied) by others, have that student be the last one to move.

5. Give the PILGRIM TEST.
   - Part 1 is True/False which tests the students on their knowledge of the Pilgrims. The answers to Part 1 are: 1. T, 2. F, 3. F, 4. F, 5. F, 6. T, 7. T, 8. T, 9. T, 10. F.
   - Part 2 is an essay. Before your students write the essay, lead them in a discussion of the hardships faced by the Pilgrims. You may want to list on the board some of these items: Disease, death, cold, hunger, lack of shelter, limited supplies, hard work, lack of traditional English foods, and fear of Indian attack. The essay is scored the same way as the Pilgrim Logs. Give time for students to make corrections.
   - You may give both parts of the test or only one. For younger students you will have to read the statements in Part 1 aloud. They will also need more help and guidance on the essay. You may put the following writing frame on the board for them:

     The Pilgrims faced many hardships in the New World. Half of them died from ______________________________. They had trouble building houses because ________________
     ______________________________________. They were hungry because ____________________________________.
     ____.
     The Pilgrims had to work hard so they could ______________
     ____.

   - When your students have finished, collect the tests and correct them at a later time.

TT

TEACHING TIP

Save the Pilgrim Logs for open house. They will be fun to share with parents.

6. Collect their Pilgrim Logs and grade them at a later time.

7. Have a debriefing period. Use the questions below to conduct a discussion of the simulation.
   - What did you learn about the Pilgrims that you did not know before?
   - Would you have liked to have been a Pilgrim?
   - How did this simulation help you understand the Pilgrims?
   - What did you like best about this simulation? the least?
   - If you could do this simulation again what would you do differently?
   - What should the Pilgrims have done differently?
   - Would you like to do this simulation again next year?
   - Has your writing improved? If so, how?

Read aloud ...

8. Read aloud or tell the following:

After Thanksgiving

About a month after the first Thanksgiving feast another shipload of Pilgrims arrived. They came without any food and even with the good harvest there was not enough food for the winter. Once again the Pilgrims were hungry during the winter and were crowded into the 11 tiny houses.

9. If you have planned a Thanksgiving Feast with your class, stop at this point and have the feast. (See the final tab section in this notebook.)

101

COLONY EVALUATION

Team name ________________________________

Directions: Complete the chart below with your teammates. Then determine the area your colony did better or worse than the Pilgrims. On the evaluation section explain why your colony succeeded or failed.

How we compare to the Pilgrims

	Pilgrims	**Our colony**
Number of survivors	52	_____
Acres of food harvested	20	_____
Houses built	11	_____
Barrels of furs to pay off debt	2	_____
Peace treaty with Indians	Yes	_____
Religious freedom	Yes	_____
Raise children with English traditions	Yes	_____

Evaluation

____

____

____

____

____

____

____

____

PILGRIM TEST

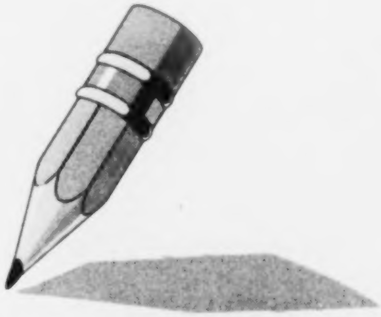
Part 1

Directions: Circle **T** if the statement is true. Circle **F** if the statement is false.

1. Some of the Pilgrims were called "Separatists" because they wanted to separate from the Church of England. T F
2. The Pilgrims had saved enough money to pay for their first year in the New World. T F
3. The *Mayflower* was a sturdy passenger ship that gave the Pilgrims a comfortable journey across the Atlantic. T F
4. The Mayflower Compact was a peace treaty between the Pilgrims and the Indians. T F
5. The Pilgrims built log cabins. T F
6. Many Pilgrims preferred to go hungry even though they were surrounded by foods from the New World. T F
7. The peace treaty between the Pilgrims and Indians lasted for more than 50 years. T F
8. By the end of spring the Pilgrims had planted 96,000 mounds of corn. T F
9. The Pilgrims traded beads and trinkets for furs. T F
10. The Pilgrims celebrated their good fortune by having a Thanksgiving feast early in the summer. T F

Part 2

Directions: On a separate sheet of paper describe the hardships the Pilgrims had during their first year in Plymouth Colony.



THE FEAST - 1

Introduction A Pilgrim Feast is an optional activity you may use after completing this simulation. It is written for teachers who want their students exposed to a Thanksgiving feast that is more authentic than those usually held in elementary classrooms. It is intended to be a re-creation of the first New England Thanksgiving and involves both students and parents.

Overview During the Pilgrim Thanksgiving students role play the part of Pilgrims and are assigned foods to bring to the feast. Parents, role playing the part of Indians, are invited. The feast is held in a large area, preferably outdoors, and the foods are similar to those eaten by the Pilgrims. As the parents arrive and the feast begins, the students soon realize there is not enough food. At this point the parents leave and return with extra food they had hidden in their cars or somewhere on the school grounds. The shortage of food, and the parents leaving to get more, simulates the Indians leaving to get more food and returning with five deer. During the feast, students and parents take part in races, contests, and tests of strength.

Materials

1. DEAR PARENTS letter
2. SAMPLE TELEPHONE SCRIPT (one for each caller)

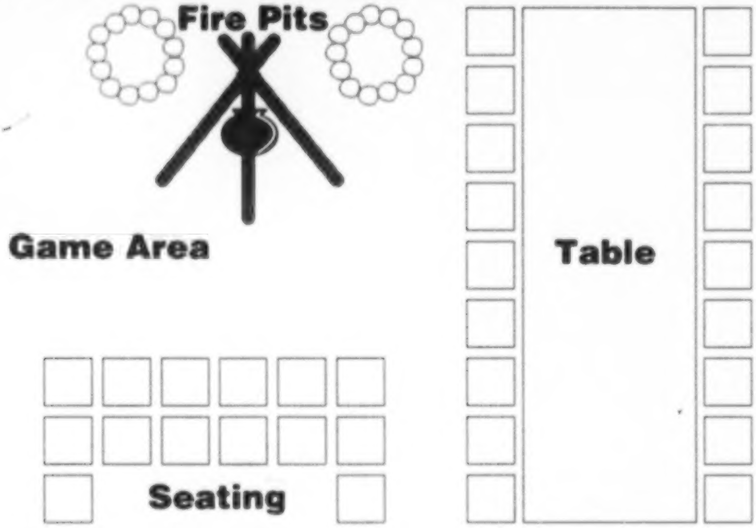
Background information

In order to make the feast as authentic as possible you need some additional information about the first Thanksgiving and some suggestions for duplicating it. The following information is designed to give you this information.

Location The feast should be held outdoors in a location that is close to your classroom and large enough to accommodate everyone. There should be plenty of room for feasting and playing games.

Seating arrangements At the first Thanksgiving food was set out on long tables made by setting planks on sawhorses. The Pilgrims sat on stools at these tables. The Indians and Pilgrim children most likely sat on the ground. Some people may have sat on tree stumps. The food was cooked over several open pits and in outdoor ovens.

Unless you have parents willing to bring in sawhorses and long planks of wood you will have to use classroom tables or desks put together. Cover the tables with white sheets. Have students bring stools from home and use classroom chairs for those that do not have stools. Fire pits may be made by putting rocks in a circle. Inside the circle put some logs and have the children make "flames" out of red, orange, and yellow construction paper. At one of the fire pits hang a kettle over the "fire" pit by suspending it from the top of three wooden poles tied together to form a tripod. Since parents are role-playing Indians, they should bring blankets to sit on. The arrangement of the tables, stools, chairs, and fire pits will depend on the amount of space available and the number of people attending the feast. You will also need space for games, races, and contests. Shown below is a suggested plan. Alter as necessary.



Utensils and plates The Pilgrims ate from bowls, and wooden plates called trenchers. They used spoons and knives and drank from mugs. Have children bring their own plates preferably something wooden like a small cutting board, a mug, a spoon, and a piece of cloth to be used as a napkin. Do not use forks, knives, or any paper products. Parents should bring the same items as their children.

Clothing The traditional pictures of men in black suits with black hats and women wearing white aprons over drab dresses with white bonnets is inaccurate. According to the wills and list of belongings, the Pilgrims wore colorful clothing. The men wore blue, gray, or brown shirts under a colorful sleeveless cloak. Their pants went to their knees where they fastened to knitted stockings. They had black hats, white hats, and stocking caps. On special occasions men wore starched neck ruffs or a large white linen collar that lay flat over the coat on the man's shoulders.

The women wore blue, green, red, or purple dresses that reached their ankles. When the weather was cold they wore red waistcoats and cloaks with hoods. On their heads they wore a white linen hat that covered their ears or a beaver felt hat like the men wore.

The Indians wore little clothing. The men wore deerskin breechcloth and sometimes leggings and moccasins. They wore their hair back with a single eagle feather in it. The women wore deerskins from their waists to their knees. They also wore small jackets made from beaver pelts. Both men and women wore belts made from porcupine quills and wampum.

To re-create the dress for the Pilgrim Thanksgiving have the girls wear full length dresses that are blue, green, red, or purple. They may wear a white coiff (hood-shaped cap) or a wide-brimmed hat. The boys should wear plain colored long-sleeved shirts and long pants. They should wear extra large stockings and pull them up over their pants to their knees. Wide-brimmed hats should also be worn.

Students and parents who want to dress as Indians should come with their hair tied back and a single feather in their hair. More creative dress is optional and subject to your approval.

Games, contests, and events People enjoyed games and contests during the first New England Thanksgiving. The soldiers marched and demonstrated their shooting skills. Some men pitched logs to demonstrate their strength. Women danced and sang. All of the events were held in the spirit of fun and friendly competition. Both winners and losers earned the cheers of the crowd.

Your feast should have games and contests that capture the fun of friendly competition. You may select your own games or some of those described below. In either case the games and contests you select will depend on the amount of space and equipment available, whether you are indoors or out, and the age of your students. It is also recommended that you get permission from your principal if you are planning activities that are not normally played by children at recess or during physical education time. Here are a few suggested activities:

Shooting contests For shooting contests have students throw bean bags at targets such as logs, pine cones, or even pumpkins. A milder version of this activity is to place baskets a good distance from the students and see how many bean bags they can toss into the baskets.

Strength contests Tests of strength may take a variety of forms from team competition to individual challenges. Have contests to see who can do the most pull ups, push ups, or sit ups in a given time period. Allow your students to have arm wrestling matches and be sure to plan a tug-of-war contest. It can accommodate large numbers of people and is fun for both the spectators and participants. Be sure you have a long thick rope and plenty of room.

Tests of endurance See which students can skip rope the longest without stopping or see who can hop on one leg the longest while holding the other leg in one hand.

Dancing Teach students a dance and have them perform it for the parents. Then have the parents demonstrate an Indian dance. (Do not tell the parents this ahead of time. Let them improvise. It will be fun.)

Races Be sure to have some kind of race that involves the parents and the children. It may be a foot race or some kind of relay. Races held at picnics such as three-legged races and sack races are fine. Silly races where participants have to crawl like a crab or walk like a duck are also fun.

Remember, all contests and games are for fun. The joy of the event, not winning, is important, so do not give out prizes or awards. Just let everyone have fun.

Food for the feast

The foods you select for your Thanksgiving feast should be as close to the original foods as possible. Listed below are some of the foods the Pilgrims had for their Thanksgiving feast. When planning the menu try to use just the foods listed. You may want to write this chart on the board and have the students select the foods they want (minus the ale and wine) at the feast.

Foods at the first New England Thanksgiving

Meats	Fish	Fruit & Vegetables	Breads	Desserts	Beverages
turkey	cod	pumpkin	bread	fruit tarts	ale
deer	eel	corn	cornbread	corn pastry	wine
duck	lobster	carrots			water
geese	oysters	radishes			
	clams	cabbages			
		turnips			
		berries			
		plums			
		grapes			

TT

TEACHING TIP

Send a note home that lists the original Thanksgiving foods. Ask parents if they can bring one of these items. The more of these foods you can get, the more authentic the feast will be.

Many of these foods are not liked by children so here are some suggested substitutions:

Beverages cranberry juice, ginger ale

Meats Ham and chicken (Some accounts include these at the first Thanksgiving.)

Dessert Do not serve pumpkin pie for dessert since the only pies the Pilgrims knew about were meat pies. Instead, have fruit or some kind of fruit tart.

Planning the feast

1. Select a time and location for the feast. The feast may be held any time after you have completed the simulation. It should be held outside, and just in case there is inclement weather reserve a large room—such as a cafeteria, multi-use room, or gymnasium—well in advance of the feast. Schedule the time of the feast around the lunch hour. A good time for the feast is from 11 a.m. to 1 p.m. (unless you must use the cafeteria in which case you must schedule the feast for later in the afternoon). This will enable parents that work

nearby to attend and will give you adequate time to clean up afterward.

2. Select the foods you want at the feast.

3. Once you have selected the menu, assign the food and the amount of food you want each student to bring to the feast. The amount of food you assign depends on the ages of your students. Do not have them bring food for their parents. The parents will bring their own food. If you teach older students you may have them form a committee to assign what foods to bring. For younger children have a parent helper assign the food to bring.

4. Choose the games and activities for the feast

5. Duplicate the DEAR PARENTS letter (page 9 of this tab section) and send home to your students' parents. This letter should be sent home about a week before the feast. It explains the feast, the amount of food the child should bring, and other important information. Although the letter invites the parents it does not mention having them bring food. This will be done at a later time so the students will not be aware that the parents are bringing in extra food.

6. Evaluate the letters returned by the parents. When the letters you sent home are returned you will get a good idea about the number of people who will attend the feast. You will also find out what materials the parents can supply.

TT

TEACHING TIP

Use this information to make any changes in the location, seating arrangements, and games you plan to play.

7. Contact the parents who will attend the feast. The letter that goes home to the parents explains everything they need to know except the part about the food they are to bring. Either you or a room parent must phone (do not send a note home) the parents and give them the secret information about their role in the feast. A sample telephone script is provided.

8. Arrange for help on the day of the feast. Make arrangements to have parent volunteers (or some of your students) help you set up tables, food, contest area, and decorations for the feast.

9. Find a location to store food and materials. On the day of the feast you will need a place to store perishable foods until they are ready to be served. Ice chests work fine if refrigerators are unavailable. You will also need a place for students to keep their plates, mugs, and utensils if these will not fit in a desk. Additional storage space may be needed for logs, stools, props for games, and costumes (some students may have articles of clothing they do not want to wear until the feast begins).

A play for the feast

The following is a suggested script (or order of events) you may use during your Pilgrim Thanksgiving. It is intended as an example and may be altered as necessary to fit your teaching situation. You will need to choose some parents to role play some of the Indian characters and you will play the part of Governor Bradford. Here is a list of characters and who will play them:

Cast

- Governor Bradford (played by you)
- Chief Massasoit (a parent)
- Squanto (a parent)
- Samoset (a parent)
- Pilgrims (students)
- Indians (parents)

Only two Indians (Squanto and Samoset) can speak English. All others speak using sign language or speak using nonsense words that simulate an Indian language. The words printed in bold type are those that will be spoken to the entire group.

Order of events

1. Have students put on their costumes and move to the area where the feast will be held. Student helpers bring out the food and set it on the tables. While this is going on you will need to send a parent volunteer or student to the area where the parents have assembled and tell them it is time to join the feast. Then announce to your students that the feast will begin when the Indians (parents) arrive.

   "Attention Pilgrims! Our bellies tell us 'tis time to eat, but we must be patient and wait for our Indian guests to arrive. They have been seen coming this way and we'll begin this joyous celebration quite soon."

2. As the parents arrive point out to your students that there is not going to be enough food.

   "We will certainly need more food to feed this many. I'll meet with Squanto and Chief Massasoit to remedy this problem."

   Give the parents time to spread out their blankets and mingle with the students. Only Squanto and Samoset can speak English. So the students (Pilgrims) and parents (Indians) must use sign language to communicate. Important information must be translated by Squanto or Samoset. Encourage the parents to use nonsense words to simulate the Indian language.

3. Tell your students that you asked Squanto to tell Chief Massasoit that you are concerned about the lack of food. Have a meeting with the three of you in front of everyone. Then have Chief Massasoit raise his arm and signal for the Indians to leave. He may use some nonsense words like **"Chem, chem, ak wefoo."** This will signal the parents to leave the feasting area and get the extra food they brought.

4. While they are gone explain to your students that Chief Massasoit realized that there is not enough food and has sent his braves out to get more. Use this time to remind your students to be courteous to their "Indian" guests and to show proper respect for this special occasion.

   "Great Chief Massasoit is sending his braves in search of food. While we wait for their return I want thee to be on thy best behavior for our guests. They have been generous and treated us kindly. We are indeed fortunate to share this part of the good earth with them."

TT

TEACHING TIP

Think carefully about the Thanksgiving message you will use.

5. When the parents return with the extra food begin the feast with a message of thanks. The Pilgrims gave thanks to God. Some people may object to a prayer so you will have to be careful about the kind of message you decide to use. In addition to the two messages given below you may write one of your own or have a class message in which students write one thing for which they are each thankful.

   Thanksgiving Message 1 (A close approximation to what the Pilgrims may have heard): **"Lord God, we come before you to ask thy blessings. Thy hand gave us safe passage across the great ocean and peace with the Indians. Thy hand gave us a bountiful harvest and in your name we give praise and thanks. Amen."**

   Thanksgiving Message 2: **"We come together on this day to give thanks for our many blessings. We crossed the great ocean, built snug houses, established peace with the Indians, and have just reaped a plentiful harvest. This is indeed a time for joyous celebration."**

6. Begin the games and contests after most people have finished eating. While the games are in progress ask some students and parent volunteers to help clean up the area and to get the dessert ready.

7. Have dessert after the games are finished.

8. While the dessert is being eaten get everyone's attention and make the following announcement:

   "At the first New England Thanksgiving the feasting and celebrating went on for three days. It would be many years before the Pilgrims would have another feast as glorious as this one. It is time to end our feast. I want to thank all of you for participating in our feast. I want to especially thank (names of people who helped plan and organize this feast) for all of their hard work in making this event possible. Before you leave be sure you have everything you brought to the feast and once again thank you for making this such a special day."

TT

TEACHING TIP

Be sure to have names written on a piece of paper so you are prepared.

Debriefing

9. Conclude the feast with a clean up of the entire area. After the clean up have a debriefing session in which questions such as the following are discussed:
   - How was the first New England Thanksgiving different from this feast?
   - How did you feel when you saw all of those "Indians" (parents) arrive?
   - What difficulties did you have communicating with the "Indians."
   - How would the feast have been more difficult without Squanto or Samoset?
   - How was this feast different from other feasts you had at school? How was it the same?
   - How was this feast different from Thanksgiving feasts you have at home? How was it the same?
   - Would you like to have this kind of feast again?

Dear Parents,

This year your child will participate in a re-creation of the first New England Thanksgiving. In order to keep this as authentic as possible, the children should come in costume. Boys are to wear a long-sleeved blue, gray, or brown shirt, long pants with socks pulled up over the pants to the knees. Girls should wear a blue, green, red, or purple dress that reaches their ankles. Jackets may be worn, and each child should wear a wide-brimmed black or white hat. A stocking cap for boys or a white linen hat for girls that covers their ears is also acceptable. In addition to the proper clothing I want the children to use only items for the feast that were available to the Pilgrims. This means that each child will need to bring the following to school on the day of the feast:

- A mug, a spoon, a plate (preferably wooden, or a small wooden cutting board)
- A piece of cloth to be used as a napkin
- A small stool (if you have one)

The setting for the feast also needs to be accurate. Can you contribute saw horses, wooden planks at least 6 feet long, logs, poles, sheets, or large kettle. Could you be available to help set up? Please contact me as soon as possible.

The feast will take place at ______________________________ on _____________ from

_______ to _______ . Please have your child bring ______________________________________

____ to school on

__________________ morning for the feast.

Since this is a special event, we really would like you to join us. Please tear off the bottom of this sheet, indicate the number that plan to attend, and then sign it.

Your help in this special feast will be greatly appreciated. Thank you very much.

Sincerely,

There are ________ of us that plan to attend the Thanksgiving feast.

______________________________ ________________________

Name of parent Phone number

Phoning parents for help

SAMPLE TELEPHONE SCRIPT

Hello, this is ____________________ *(name of person calling).* You indicated on the class note that was sent home that you plan to attend the class Thanksgiving feast on ____________________. To create more realism Mrs. (Ms./Mr.) ________________________ *(teacher's name)* wants the parents to role play the part of the Indians who arrived at the first New England Thanksgiving. You will have to bring a blanket to sit on, and you should come dressed as Indians or at least wear a single feather in the back of your hair. Two parents will play the part of Squanto and Samoset. They are the only ones who can speak English. I'm asking you to use sign language when communicating with the children.

Mrs. (Ms./Mr.), __________________ *(teacher)* wants you parents to surprise the children just like the Pilgrims were surprised when 90 Indian braves arrived unexpectedly for the feast. There wasn't enough food so some of the Indians went hunting. To re-create this situation, Mrs. (Ms./Mr.) __________________________ *(teacher)* wants you parents to bring enough food to feed your own family but instead of bringing it to the feast the request is that you keep it hidden in a car or in room number ____ . All parents will meet at _______________________ *(location)* at _______________ *(time).*

A messenger will come to take you to the area where the feast is held. When you arrive, it will be apparent that there is not be enough food. At that time, one of the parents role playing the part of Chief Massasoit will signal for all of you to leave so you can get the food you brought for the feast. This will represent the Indian braves going hunting and returning with five deer just as it happened at the first Thanksgiving. ***(Note:** The children do not know about this part of the feast, so keep secret your part of the celebration.)*

Do you have any questions you'd like to ask me while I'm on the phone with you?